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ABSTRACT

Administrators, supervisors, and guidance counselors comprised the membership of this institute held from September 1, 1965 through August 31, 1966. The objectives were mainly "problem" oriented. The development of strategies for problem solving, and the evaluation of legal requirements involved in school desegregation were dealt with by the participants. (Authors/CB)

FINAL REPORT OF A SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND OTHER COMMUNITY LEADERS TO WORK ON PROBLEMS ARISING FROM DESEGREGATION OF PUBLIC SCHOOLS

Under the Provisions of Title IV, Section 404 of Public Law 88-352
The Civil Rights Act of 1964

Title: Special Training Institute for Educational Leaders and Other Community Leaders to Work on Problems Arising From the Desegregation of Public Schools

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Contract Number:
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Public Law 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Program Director:
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Professor of Education
Auburn University

Imprint of Contractor:

FOR THE PRESIDENT:
Ben T Lanham Jr
Vice President for Research
Auburn University

The project reported herein was supported by a contract from the U. S. Department of Health, Education and Welfare.

Date Transmitted:
December 1, 1966

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1. Abstract

(a) Identification:

a. Title: Special Training Institute for Educational Leaders
and Other Community Leaders to Work on Problems
Arising from the Desegregation of Public Schools

b. Author of Report:
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f. Date Transmitted:
December 1, 1966

(b) Dates:
Contract dates for the project were September 1, 1965 through August 31, 1966. Planning began in July, 1965.

(c) Participants:
Number: 94
Types of Personnel: Superintendents
Assistant Superintendents
Board Members
Principals
Guidance Counselors
Supervisors

School Systems Participating:

Anniston City Schools
Anniston, Alabama

Atlanta City Schools
Atlanta, Georgia

Auburn City Schools
Auburn, Alabama

Birmingham City Schools
Birmingham, Alabama

Bullock County Schools
Union Springs, Alabama

Butler County Schools
Greenville, Alabama

Huntsville City Schools
Huntsville, Alabama

Lauderdale County Schools
Florence, Alabama

Lawrence County Schools
Moulton, Alabama

Phenix City Schools
Phenix City, Alabama

Pike County Schools
Troy, Alabama

Russell County Schools
Phenix City, Alabama

Russellville City Schools
Russellville, Alabama

Selma City Schools
Selma, Alabama

Shelby County Schools
Columbiana, Alabama

Sylacauga City Schools
Sylacauga, Alabama

Tallassee City Schools
Tallassee, Alabama

Troup County Schools
LaGrange, Georgia

Troy City Schools
Troy, Alabama

Tuscaloosa City Schools
Tuscaloosa, Alabama

(d) Objectives: The general objectives of the institute were to assist participants to:

a. Identify and explicate problems which have already occurred as a result of the desegregation of schools;

b. Examine, identify, and evaluate solutions which have been proposed and tried for these problems which occurred;

c. Identify and explicate potential and anticipated problems in the area;

d. Develop action strategies designed to approach the problems on a rational basis at the local level;

e. Reinforce, through sharing of ideas and follow-up, the continuous collaboration of the representatives of the various communities;

f. Evaluate all available information relevant to the legal requirements involved in school desegregation;

g. Identify and develop an understanding of concepts and theoretical formulation basic to increased understanding of inter-racial relationships in the region and in specific communities, as these apply to education. In addition, on a behavioral level, as a result of their participation in the institute it was expected that the participants would:

  (a.) Demonstrate their understanding of problems which have been identified and tentative solutions already applied in those school systems in which desegregation has already begun.

  (b.) Demonstrate their understanding of the rational and emotional components, operant in their communities and within themselves, which may affect the rational solution of problems arising as a result of desegregation.

  (c.) Develop action strategies designed to provide, scientifically, methods of solving potential problems anticipated in their local communities.

(e) Procedures: Three basic instructional approaches were utilized to achieve the objectives of the institute. First, there were structured "feed in" sessions in which there was presentation and development of concepts, theoretical formulations and information. These presentations were provided by regular staff members, special consultants, and institute participants. A variety of techniques were utilized in this process which included lectures, tapes, films, printed materials, and group discussions. The basic instructional aim of this approach was to provide the participants with an opportunity to interact with new ideas. Therefore, participants were not only presented the ideas but were also given an opportunity to discuss the ideas in small groups.

Second, the institute employed a strategy for community action procedure. This procedure involved the development of action strategies by community "leadership teams" that were participants. Such action teams utilized appropriate information, knowledge, and theories which were developed in the institute. These community teams had consultants, staff members and fellow participants available for testing ideas, feedback, and information during all phases of the development and employment of the action strategies.

Third, the institute employed the procedure of "open" discussion groups. The open discussion groups emphasized individual need and "group maintenance," rather than the achievement of a given group task. These groups were completely unstructured so far as content was concerned. The emphasis was on the establishment of an open climate that would facilitate "free" discussion of ideas and feelings that were important to the participants.

Fourth, field trips to a school system which had been through the process of desegregation were valuable. The Atlanta school board was quite receptive to having the group visit the schools and view both the results of the desegregation process and certain educational innovations as well. For many institute participants the first experience of seeing white children in the minority in the class room was of value. The point was well made that quality education is not necessarily a product of a particular racial composure. The field trips were rated high in participant evaluations.

(f) Results and Conclusions: First, it has been possible to involve the twenty system teams in a series of meetings in which problems of desegregation were identified and considered on a scientific basis. Relevant information and knowledge, as well as appropriate consultants were used as needed and without prejudice.

Second, school superintendents and other community leaders have expressed and demonstrated a high intensity of interest and enthusiasm in general sessions and special group meetings.

Third, team members have been not only willing but eager to share local problems. Evidence from questionnaires and more informal feedbacks indicates that participants are strongly identified with the institute group. This has contributed to two kinds of outcomes. First, there has been strong interpersonal support among group members. This has provided local leaders with a kind of psychological support for certain kinds of local actions that could not be secured at the local level; and group norms have developed which are favorable to desegregation and participation in various national programs of financial support. This has led to local decisions by participants that probably would not have occurred otherwise.

Fourth, participants have developed and are developing action strategies for dealing with local problems.

Fifth, during the February meeting, the group recognized the need for Negro participation and made a decision to include Negroes in future meetings. Negroes were present at all meetings thereafter.

Last, one hundred percent of the participants have enthusiastically urged that the institute be continued and expanded in order to assure continued achievement of goals. Further, all have agreed to continue as participants. The group also recommended that the present three-man teams be expanded to four-man teams with the fourth man being a Negro.

The group also recommended that a new group of twenty systems represented by four-man teams should be started. This was based on a recognized need as well as large numbers of systems requesting the opportunity to be associated with an institute of this sort.

2. Full Description of Program

a. Participants

1. Name, business address, and title of each participant

NAME	BUSINESS ADDRESS	TITLE
Dr. J. Revis Hall	Board of Education Anniston, Alabama	Superintendent
N. C. Wilbanks	2030 Woodland Drive Anniston, Alabama	Chrm., Board of Education
Mrs. Louise McCartney	729 Highland Avenue Anniston, Alabama	Board Member
Mr. James E. Owen	1429 Woodstock Avenue Anniston, Alabama	Assistant Superintendent
Mr. J. C. U. Johnson	1425 Woodstock Avenue Anniston, Alabama	Director of Special Services
Mrs. T. A. Courtney	Not available	
Mr. E. E. Gaither	Board of Education Auburn, Alabama	Superintendent
Mr. James L. Lovvorn	Auburn High School Auburn, Alabama	Principal
Dr. John Letson	Administration Building 224 Central Avenue, S.W. Atlanta, Georgia	Superintendent
Mrs. Leroy Woodward	834 Oakdale Road Atlanta, Georgia	Board Member
Dr. Curtis Henson	Instructional Center 2930 Forest Hills Dr. S. W. Atlanta, Georgia	Coordinator, Metropolitan School Development Council
John S. Martin	Instructional Center 2930 Forest Hills Dr. S. W. Atlanta, Georgia	Assistant Superintendent for Instruction
Mrs. Sara Mitchell	3734 Peachtree Road, N.E. Atlanta, Georgia	Board Member
John Haldeman	Administration Building 224 Central Avenue, S.W. Atlanta, Georgia	Administrative Assistant to Superintendent

Henry Sparks	2015 7th Avenue, North Birmingham, Alabama	Board Member
Dr. Raymond Christian	Board of Education Birmingham, Alabama	Superintendent
Mrs. Miriam H. Sparks	2000 Warick Court Birmingham, Alabama	Teacher
Joe Stowers	Bullock County Board of Education Union Springs, Alabama	Superintendent
Jerry Cope	Route One Union Springs, Alabama	Board Member
Cecil E. McNair	Bullock County Board of Education Union Springs, Alabama	Assistant Superintendent
E. M. Lindbloom	Union Springs, Alabama	Superintendent
Sam Waters	Box 231 Union Springs, Alabama	Board Member
H. L. Terrell	Butler County Board of Education Greenville, Alabama	Superintendent
G. T. Tillman	Route Two McKenxie, Alabama	Board Member
B. W. DePriest, Jr.	Georgiana High School Georgiana, Alabama	Principal
Gene Stroud	102 Stone Road Greenville, Alabama	Assistant Superintendent
Milford R. Painter	Greenville High School Greenville, Alabama	Principal
P. G. Harden	McKenzie High School McKenzie, Alabama	Principal
V. M. Burkett	Board of Education Huntsville, Alabama	Assistant Superintendent
Marvin E. Drake	1005 Westmoreland, S.E. Huntsville, Alabama	Board Member
Alton Crews	Board of Education Huntsville, Alabama	Superintendent

Allen Thornton	Box 278 Florence, Alabama	Superintendent
Art Dennis	Box 278 Florence, Alabama	Assistant Superintendent
Lawrence Goins	Route Three Killen, Alabama	Chrm., Board of Education
Joel Brewer	Route Four Florence, Alabama	Principal
Silas B. Cross	Lawrence County Board of Education Moulton, Alabama	Superintendent
Roy W. Camp	Walnut Grove Alabama	Supervisor of Instruction
L. P. Hopkins	Mount Hope Alabama	Chrm., Board of Education
Aaron Sartain	Hatton High School Town Creek, Alabama	Principal
Cecil Lauderdale	Courthouse Annex Moulton, Alabama	Title One Administrator
Lofton L. Abrams	Hazlewood High School Route One Town Creek, Alabama	Principal
W. J. Riddle	Board of Education Phenix City, Alabama	Superintendent
Joe Hair	P.O. Box 460 Phenix City, Alabama	Supervisor of Instruction
A. C. Allen, Jr.	Central High School South Railroad Street Phenix City, Alabama	Principal
Mrs. J. Montie Miller	1602 45th Street Phenix City, Alabama	Board Member
Otis D. Kirkland	Central Elementary School P.O. Box 667 Phenix City, Alabama	Principal
Lloyd A. Bowie	South Girard High School P. O. Box 310 Phenix City, Alabama	Principal

Harold R. Collins	Pike County Board of Education Church Street Troy, Alabama	Principal
W. W. Wilkes	Pike County High School Brundidge, Alabama	Principal
B. C. Botts	Board of Education Church Street Troy, Alabama	Superintendent
William M. Burt	Chavala School Seale, Alabama	Principal
F. H. Nourse	Pittsview Alabama	Board Member
Warren N. Richards	Box 602 Phenix City, Alabama	Superintendent
R. M. Courington	Board of Education Russellville, Alabama	Superintendent
Jerry McGee	P.O. Box 880 Russellville, Alabama	Supervisor of Instruction
James Whitfield	Russellville High School Waterloo Avenue, N.W. Russellville, Alabama	Principal
Thomas Franks, Jr.	Russellville High School Waterloo Avenue, N.W. Russellville, Alabama	Assistant Principal
Gene Ellison	Russellville City Schools Russellville, Alabama	Director, Diversified Occupations
Joseph A. Pickard	Board of Education Selma, Alabama	Superintendent
Allen Cleveland	Board of Education Selma, Alabama	Assistant Superintendent
Ralph O'Gwynn	103 Hooper Drive Selma, Alabama	Board Member
Richardson McKenzie, Jr.	1003 Selma Avenue Selma, Alabama	Board Member

Jack H. Upchurch	Shelby County High School Columbiana, Alabama	Principal
Elvin Hill	Board of Education Columbiana, Alabama	Superintendent
Carlton Franks	Board of Education Columbiana, Alabama	Board Member
J. M. Johnson	Board of Education Siluria, Alabama	Board Member
C. A. Knowles	Thompson High School Siluria, Alabama	Principal
Ruben H. Porch	P.O.Drawer B Sylacauga, Alabama	Superintendent
Dr. Morris W. Hollis	16 1/2 West First Street Sylacauga, Alabama	Board Member
Orbie C. Mays	Pinecrest School Coaling Road Sylacauga, Alabama	Princiapl
Louis F. Machen	Sylacauga High School 701 North Broadway Sylacauga, Alabama	Principal
J. E. O'Brien	Box 265 Tallassee, Alabama	Coordinator, Trade & Industrial Education
B. B. Nelson	Box 265 Tallassee, Alabama	Superintendent
B. G. Little	Box 265 Tallassee, Alabama	Principal
Henry J. Webster	East Tallassee School East Tallassee, Alabama	Principal
John Dorough	Ann Street Tallassee, Alabama	Board Member
Mrs. Alvin McCraney	Box 265 Tallassee, Alabama	Secretary, Board of Education
R. Stafford Clark	Troup County Board of Education LaGrange, Georgia	Superintendent
C. D. Adams	Route Two, Box 310 West Point, Georgia	Chrm., Board Education

Arnold W. Darden	Center Elementary School Gabbettville, Georgia	Principal
K. T. Wilson	Gray Hill Elementary School Route Two West Point, Georgia	Principal
J. W. Gaylon	Tatum Elementary School Route Three LaGrange, Georgia	Principal
Dr. John Deason	Box 529 Troy, Alabama	Superintendent
Billy Fralish	Ozark City Schools Ozark, Alabama	Superintendent
Henry Greer	Charles Henderson High School Troy, Alabama	Principal
Ewell Bassett	Box 529 Troy, Alabama	Board Member
Jack W. Geckler	523 30th Avenue, N.E. Tuscaloosa, Alabama	Advisory Specialist
Harold E. Greer	1005 12th Street Tuscaloosa, Alabama	Supervisor of Attendance
W. W. Bristow	Eastwood Junior High School Tuscaloosa, Alabama	Principal
Paul R. Hubbert	1100 21st Street, East Northington Campus Tuscaloosa, Alabama	Assistant Superintendent
Frank Kendall	Tuscaloosa Junior High School Tuscaloosa, Alabama	Principal
Hugh H. Stegall	Tuscaloosa High School Tuscaloosa, Alabama	Principal
Mrs. Hattie B. Crawford	Verner Elementary School Tuscaloosa, Alabama	Teacher
Gordon W. Crawford	Skyland Elementary School Tuscaloosa, Alabama	Principal

b. School Systems Participating:

Anniston City Schools
Anniston, Alabama

Atlanta City Schools
Atlanta, Georgia

Auburn City Schools
Auburn, Alabama

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Birmingham, Alabama

Bullock County Schools
Union Springs, Alabama

Butler County Schools
Greenville, Alabama

Huntsville City Schools
Huntsville, Alabama

Lauderdale County Schools
Florence, Alabama

Lawrence County Schools
Moulton, Alabama

Phenix City Schools
Phenix City, Alabama

Pike County Schools
Troy, Alabama

Russell County Schools
Phenix City, Alabama

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Tallassee City Schools
Tallassee, Alabama

Troup County Schools
LaGrange, Georgia

Troy City Schools
Troy, Alabama

Tuscaloosa City Schools
Tuscaloosa, Alabama

c. Permanent Staff:

Dr. John T. Lovell, Professor of Education, served as director of the institute. He served one-third time during the academic year 1965-66, and one-third during the summer quarter 1966.

Dr. Lovell earned the degree of Doctor of Education at the University of Florida. He has served as a teacher of social studies in junior and senior high school, as Supervisor of Instruction in the Fayette County (Kentucky) Schools, and as Assistant Superintendent for Curriculum and Supervision in the Mobile (Alabama) Schools. He served as Professor of Education at the University of Missouri at Kansas City where he also directed a teacher education experiment supported by the Ford Foundation. Dr. Lovell has served in several capacities in the School of Education at Auburn University: (1) Professor of Secondary Education, (2) Co-ordinator of Research and Experimentation, and (3) Director of Student Teaching. He now holds the rank of Professor in the Department of Educational Administration, Supervision, and Guidance. Dr. Lovell has had articles published in several state educational journals and in Educational Leadership. He is collaborating with other colleagues in the preparation of a textbook in educational supervision, under contract with Charles E. Merrill Company.

Dr. Max G. Abbott, Professor of Education and Head of the Department of Educational Administration, Supervision, and Guidance, served one-third time for the academic year 1965-66 and one-third time for the summer 1966 as associate director, institute lecturer, and community visitor.

Dr. Abbott earned the Ph.D. degree in educational administration at the University of Chicago. He has served as a teacher of mathematics and science, as a high school principal, and as a superintendent of schools in the State of Utah. On the completion of his Ph.D. degree, he served for a year and one-half as the Assistant to the Dean in the Graduate School of Education at the University of Chicago, served for two years as Associate Professor of Educational Administration at the University of Rochester, and has, since September 1963, been Head Professor in the Department of Educational Administration, Supervision and Guidance at Auburn university. Dr. Abbott has had papers and articles published in professional journals, including the new Educational Administration Quarterly.

Dr. Wayne Teague worked one-fourth time in the institute during the academic year 1965-66 and during the summer, 1966. He has had experience as teacher, coach, and principal in the public schools of Georgia. Dr. Teague earned the Ed.D. degree in school administration at Auburn University in 1962, and is presently Co-ordinator of Field Services, School of Education, Auburn University. He has also been actively engaged in several comprehensive school surveys conducted by the School of Education. Especially helpful was Dr. Teague's fine relationship with the public schools of Alabama and Georgia. His activities in the institute were primarily of a consultative nature. Dr. Teague was also helpful as a leader and participant in small group discussions.

Dr. Robert Montgomery served one-fourth time as consultant to the institute. He earned the B.S. and M.S. degrees from Auburn University and the Ph.D. degree from Ohio State University. The latter was awarded in 1952. Dr. Montgomery's varied experience included work as chemical technician, chemistry teacher, vocational agriculture teacher and supervisor for the Alabama State Department of Education. He has been on the faculty at Auburn University since 1952 where he is presently head of the Department of Vocational Education. He is also an editor of American Vocational Journal and is on the editorial board of Agricultural Education magazine. Dr. Montgomery has been active in several national organizations and is currently a member of the board of directors of the National F. F. A. Foundation. His services as consultant, discussion participant, and discussion leader have been valuable.

Mr. Walter Nelson was a graduate assistant to the institute throughout the program. He has taught in the public schools of Alabama and returned to the Gadsden City Schools in September where he is Director of Guidance and Research. He holds the B.S. degree from Auburn University and the M.S. degree in guidance from the University of Texas. Mr. Nelson served in the capacity of administrative assistant to the director, recorder, and discussion leader. He has completed requirements for the Ed.D. degree with the exception of the dissertation.

Mr. James O. Williams was a graduate assistant to the institute for the duration of the program. He has taught in the public schools of Alabama and Georgia and was principal of a junior high school in Troy, Alabama prior to entering the doctoral program at Auburn. He holds the B.S. and M.Ed. degrees from Auburn and has completed all requirements for the Ed.D. with the exception of the dissertation. Mr. Williams served as administrative assistant to the director and as recorder and discussion leader.

d. Consultants and Guest Lecturers

Speakers	Subject
Dr. John Letson Atlanta Public Schools City Board of Education Atlanta, Georgia	Cultural Change on the National and Local Scene
Dr. Harold Clark Trinity College	Economic Growth and Potential in the South
Dr. John Martin Dr. John Letson Mrs. Sara Mitchell Mr. Pete Latimer	The Desegregation Process
Dr. George Layton Alabama State Department of Education	Proposal Development Under the Elementary and Secondary Education Act
Dr. Ralph Kimbrough Professor of Educational Administration University of Florida	Community Power Structure
Dean Truman M. Pierce School of Education Auburn University	Administrative Leadership in School Desegregation
Dr. Wallace McBane Professor of Law Marquette University	Guidelines for School Desegregati
Dr. Marie Barry Director, Title IV, Area III Equal Educational Opportunities Program Office of Education Washington, D. C.	
Dr. Charles Gomillion Professor of Sociology Tuskegee Institute Tuskegee, Alabama	The Negro As A Factor In The Democratization of the South
Dr. William Alexander School of Education University of Florida Gainesville, Florida	Curriculum Change

Dr. William Alexander Professor of Education University of Florida Gainesville, Florida	Implementation of Curriculum Change
Dr. John Martin Instructional Division Atlanta City Schools Atlanta, Georgia	Innovation In A School System
Mr. John Jackson Theodore High School Mobile, Alabama	Innovation In A School
Dr. Gordon McKenzie Professor of Education Teachers College Columbia University New York, New York	Organizational Innovations
Mr. John Jackson Dr. John Martin	Innovation In a School
Mary Deason Troy City Schools Sarah Lawrence Troy City Schools Laura Garnes Spratt Troy City Schools Lorna West Mobile County Schools Carl Knotts Mobile County Schools	The Role of the Teacher In The Innovative Process

e. Methods:

The general objective of the institute was to provide a climate, atmosphere and structure in which key educational and other community leaders would have an opportunity to consider on a scientific basis problems occasioned as a result of the desegregation of public schools. This objective was identified as a result of analyses of many local situations which revealed that processes of desegregation were being carried out in an emotionally charged atmosphere colored by strong bias and prejudice which made it extremely difficult to achieve rational solutions to these problems. Therefore, the overall strategy of this institute was to provide a new group situation with different mores, values, sources of information and knowledge as well as new human models with which participants could identify and gain psychological support. More specifically the group was brought together in a warm and supportive atmosphere and given an opportunity to identify and discuss their problems. Emphasis was placed on the development of group goals that were important to group members. This was done to facilitate the development of a cohesive group.

Institute meetings were held in physical surroundings that afforded the greatest possibility for the interaction of group members. For example, meetings were held in relatively isolated motels to stimulate informal interaction at meal time and in the evenings. Coffee breaks also precipitated informal communication.

Formal communication was stimulated by reaction panels, small discussion groups which reacted to speakers and other forms of concept "feed in," and action strategy groups. Emphasis was placed on group member participation and involvement.

The strategy was to develop a strong and cohesive group with which group members would feel highly identified. This resulted in strong interpersonal support among group members for certain kinds of local actions that were unpopular in local communities. Further, group norms developed concerning desegregation and participation in various national programs of financial support. This led to certain kinds of local decisions by participants that could not have occurred otherwise.

Three basic instructional approaches were utilized to achieve the objectives of the institute. First, there were structured "feed in" sessions in which there was presentation and development of concepts, theoretical formulations and information. These presentations were provided by regular staff members, special consultants, and institute participants. A variety of techniques were utilized in this process which included lectures, tapes, films, printed materials, and group discussions. The basic instructional aim of this approach was to provide the participants with an opportunity to interact with new ideas. Therefore, participants were not only presented the ideas but were also given an opportunity to discuss the ideas in small groups.

Second, the institute employed a strategy for community action procedure. This procedure involved the development of action strategies by community "leadership teams" that were participants. Such action teams utilized appropriate information, knowledge, and theories which were developed in the institute. These community teams had consultants, staff members and fellow participants available for testing ideas, feedback, and information during all phases of the development and employment of the action strategies.

Third, the institute employed the procedure of "open" disucssion groups. The open discussion groups emphasized individual need and "group maintenance," rather than the achievement of a given group task. These groups were completely unstructured so far as content was concerned. The emphasis was on the establishment of an open climate that would facilitate "free" discussion of ideas and feelings that were important to the participants.

Fourth, field trips to a school system which had been through the process of desegregation were valuable. The Atlanta school board was quite receptive to having the group visit the schools and view both the results of the desegregation process and certain educational innovations as well. For many institute participants the first experience of seeing white children in the minority in the class room was of value. The point was well made that quality education is not necessarily a product of a particular racial composure. The field trips were rated high in participant evaluations.

f. Facilities:

Facilities for the institute adequately met the demands imposed by the series of meetings held. Arrangements were made with two local motels (only one for each meeting) for housing, eating, and meeting accommodations. This enabled all institute activities for a given meeting to be held in one location for the convenience for participants and staff members.

The School of Education, Auburn University provided office space for administration of the institute. Duplicating services and other necessary supportive services were also provided by the School of Education.

The School of Education Curriculum Laboratory and the Auburn University Library were available for use by all institute participants. Audio-visual equipment was provided upon request from the Learning Resources Center in the School of Education

g. Teaching Aids:

Due to the variety of subjects covered and the number of speakers and guest lecturers making presentations a number of teaching aids were used. Those most frequently used were as follows:

1. Portable chalkboards were used by a number of speakers. The motels where meetings were held were especially cooperative in providing chalkboards when needed.

2. Sound tapes were used to prepare permanent records of lectures presented. Such tapes allowed careful study and analysis of presentations.

3. Overhead projectors were used as needed.

4. Opaque projectors were used for the purpose of allowing groups to study proposals for programs to determine effective teaching methods in the desegregated school setting.

5. Duplicating equipment was helpful in the preparation of printed material pertinent to the interest of institute participants.

6. Field trips were used during the November institute meeting when participants journeyed to Atlanta and visited several schools where methods of desegregation have been implemented.

The above teaching aids were made available by the School of Education, Auburn University, school boards, or institute funds.

h. Informal Program:

One dinner meeting was held during each institute assembly. Most of these were entirely informal with no planned program. Each of these allowed participants to talk freely in a relaxed atmosphere.

Concentration of meetings in the motel facilities permitted a great deal of informal interaction among participants during evening hours. Informal discussion groups were frequently formed in meeting rooms, lobbies, and motel rooms. Coffee was availalbe at all hours in the motel restaurants.

During the July assembly participants played golf, swan, fished, and bowled during free afternoon and evening hours. Staff members were available for participation in informal activities.

As a result of informal, as well as formal, activities, participants formed a close and cohesive group. Phone conversations and visits between participants, when the institute was not in session, were quite frequent.

i. Participation of Local School Systems:

Upon approval of the proposed institute, a group of school systems who might participate were contacted concerning their interest in such a program. From those who expressed an interest, twenty systems were invited to participate. Participating systems represented those which were large and small, city and country systems, and which were in various stages in the process of desegregation.

When the selection of participating school systems was complete, a planning committee consisting of staff members and representatives from several school systems was formed. The committee met to plan the first meeting to be held in October. It was suggested by the committee that part of the first meeting be set aside for planning and identification of needs to be pursued at subsequent meetings.

All participating school systems were involved in planning the institute activities at some point. A short period of time was reserved at the end of each institute assembly for suggestions concerning subsequent meetings and the areas of interest and greatest need.

A list of participating school systems may be found in section 3-b of this report.

j. Consultation and Guidance:

All permanent staff members were available for consultation and guidance during free hours of each institute meeting day. This allowed participants the opportunity to discuss individual situations as they existed in the local school system.

Staff members were also available for consultative services to any participating school system. This enabled staff members to be of assistance to the school systems through working with boards of education, staff members, and community groups upon request of participating superintendents.

Staff members were also available at any time to discuss, by phone, any problem occasioned by desegregation of schools. Several staff members participated in in-service education programs sponsored by participating school systems. Participants expressed the feeling that the opportunity for consultation and guidance offered by staff members was helpful.

k. Content:

The content of the program was composed of four major dimensions. These dimensions were: 1) information, 2) concepts and theoretical formulations, 3) human and technical skill development, and 4) attitude development.

Participants were provided with information and were afforded the opportunity to develop and discuss the utilization of information related to the solution of problems arising from the desegregation of schools. Examples of the types of information provided were as follows

1. Content of the Civil Rights Act.
2. Successful techniques applied in the solution of problems arising as a result of desegregation.
3. Sources of financial support as well as logistical support available from the Federal Government.
4. Court rulings having implications for problems arising from desegregation.
5. Cultural change on the local and national scene.
6. Economic growth and potential in the South.
7. Current trends and needed educational innovations.
8. Curriculum change.

Development of concepts and theoretical formulations pertinent to problems associated with desegregation of schools was emphasized throughout the institute program. Concepts and theories stressed were:

1. Leadership theory
2. Communication theory
3. Organization theory
4. Community power structure
5. Decision theory

Technical skills such as group discussion, organizing for local action, and working with the power structure were stressed throughout the institute. Underlying all activities of the institute were efforts to develop and maintain favorable attitudes regarding school desegregation and its consequences.

A detailed program and summary of each institute meeting is attached to this report and may be found as appendix A to H.

1. Evaluation:

   1. Introduction: As stated in Technical Progress Reports submitted periodically during the period covered by the institute, the major purpose of the institute was to provide a climate in which school

superintendents, school board members, and other educational leaders could examine, in a rational manner the problems they faced in their respective school systems arising from the desegregation of the public schools.

2. Evaluation Techniques: To evaluate the institute in terms of the objectives as set forth in the proposal necessitated development of a Likert type scale which was administered to all participants who attended the final meeting of the institute. This scale was developed throughout the institute and covers essentially the stated objectives of the institute. There were of course other techniques employed which will be discussed.

   (a) Formal Techniques: Included in Appendix I is a copy of the final evaluation instrument. The percentage responding to each item within each statement is reflected in Appendix J.

   An analysis of the results of administering this instrument indicate the following insofar as the instrument can be accepted as a true reflection of attitudes of participants:

   (1) A total of eighty-eight percent of participants either agreed or strongly agreed that the institute was very helpful in understanding the problems faced with the desegregation of public schools.

   (2) Group coherence is evidenced by the second item which indicated that participants felt that they were instrumental in development of much of the program content. One hundred percent of the participants either agreed or strongly agreed with the statement designed to measure this aspect of the institute. For an institute of this nature to succeed it is important that members develop a sense of inclusion in the activities participated in. The extremely high rate of agreement can possibly be interpreted as indicating that personal needs of members were indeed satisfied and that a sense of accomplishment was the result.

   (3) The item which dealt with the value perceived by the participants in field visitations does not present a true picture of this particular activity as might be inferred by the response percentages. Forty-three percent of the respondents failed to react to this item. Of those who did respond to the item in question all indicated that the visitations provided valuable insights into local solutions of problems. The high number of nonrespondents is explained by the fact that a high degree of mobility existed in the membership of the institute and this was particularly evidenced at the final five day session when many persons were present who had not attended prior meetings.

(4) One of the purposes of the institute was to assist the participants in the development of a high degree of proficiency in concept building which would be useful in attacking the problems of desegregation at the local level. The item designed to measure this facet of the institute indicates that of the respondents, eighty-nine percent either agree or strongly agreed that the institute was indeed helpful in developing useful concepts which have been of great value in working more effectively on the firing line of desegregation.

(5) It was stated at the beginning that one purpose of the institute was to assist participants in the development of plans of work for implementation at the local level. It is highly significant that ninety-two percent of the institute membership express the opinion that the institute was quite helpful in the formulation and implementation of such plans.

(6) Cooperative solution to common problems can be accepted as evidence of increased understandings. An item which was designed for this purpose indicates that eighty-eight percent of the participants felt that the institute was instrumental in developing a feeling of mutual respect and cooperative solution of common problems.

(7) The measurement of attitudes is relatively complex. To develop an instrument which would possess a high degree of validity in measuring attitudinal shifts would be beyond the scope of the institute. To this extent, however, it is evident that some attitudinal shifts in individuals occurred in that seventy-one percent of the participants stated that they agreed or strongly agreed that their individual attitudes towards the entire problem of desegregation had become more favorable as a result of participating in the institute.

(8) The items which were designed to develop a measure of the degree of inclusion of participants in the sharing and development of ideas indicate that ninety-four percent felt that a climate was existent which permitted complete frankness and open expression.

(9) Research has demonstrated the effectiveness of small groups in the solution of problems. One technique employed throughout the duration of the institute was the use of small disucssion groups following large group sessions. How effective was this technique? Ninety-one percent of the respondents felt that the small group discussions and the many informal sessions were of value to them. Only six percent of the respondents agreed or strongly

agreed that there was too much use of this technique during the institute.

(10) It is entirely possible that a group of persons who participate in such an institute can develop a feeling that those responsible for the programs can "overdo" it and dominate the ideas. To what extent was this observable in the group under discussion? Ninety-six percent of the participants felt that the institute was not dominated by the institute staff. Ninety-three percent of the respondents indicated that the contributions of the institute staff were quite helpful.

(b) Informal Techniques: One technique that demonstrated its effectiveness was that of very closely observing the persons assigned to participate in various aspects of the program. The institute staff attempted to utilize each participant in some leadership role at each meeting. An effort was made to insure that every participant at one time or another held some position to develop his or her leadership qualities. In addition, those who had exhibited limited leadership ability were afforded an opportunity to hold significant roles during the several sessions. It is felt that this particular procedure was quite effective in the changing of perceptions of certain of the institute membership.

It is of further significance of the effectiveness of the group as a whole that a higher percentage of institute school systems had prepared and approved proposals under the provisions of P.L. 89-10, Title I than those school systems who were not participating in the institute.

Highly significant is the fact that as a direct result of the institute, the group as a whole expressed a very strong desire to have the institute contineu intact and to prepare a proposal for a second group to take up where the first group began.

3. Conclusion: First, it has been possible to involve the twenty system teams in a series of meetings in which problems of desegregation were identified and considered on a scientific basis. Relevant information and knowledge, as well as appropriate consultants were used as needed and without prejudice.

Second, school superintendents and other community leaders have expressed and demonstrated a high intensity of interest and enthusiasm in general sessions and special group meetings.

Third, team members have been not only willing but eager to share local problems. Evidence from questionnaires and more informal feedbacks indicates that participants are strongly identified with the institute group. This has contributed to two kinds of outcomes.

First, there has been strong interpersonal support among group members. This has provided local leaders with a kind of psychological support for certain kinds of local actions that could not be secured at the local level; and group norms have developed which are favorable to desegregation and participation in various national programs of financial support. This has led to local decisions by participants that probably would not have occurred otherwise.

Fourth, participants have developed and are developing action strategies for dealing with local problems.

Fifth, during the February meeting the group recognized the need for Negro participation and made a decision to include Negroes in future meetings. Negroes were present at all meetings thereafter.

Last, one hundred percent of the participants have enthusiastically urged that the institute be continued and expanded in order to assure continued achievement of goals. Further, all have agreed to continue as participants. The group also recommended that the present three-man teams be expanded to four-man teams with the fourth man being a Negro.

The group also recommended that a new group of twenty systems represented by four-man teams should be started. This was based on a recognized need as well as large numbers of systems requesting the opportunity to be associated with an institute of this sort.

APPENDIX A
AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS
Heart of Auburn Motel
Auburn, Alabama
October 13-15, 1965

INSTITUTE SUMMARY REPORT

The purpose of this report is to summarize the accomplishments of the first in a series of scheduled meetings for the academic year 1965-66. To accomplish this, the report is logically presented in four major sections. These sections are: (1) Purpose of the Institute; (2) General Session Content; (3) Small Group Discussions; (4) Summary and Conclusions

PURPOSE OF THE INSTITUTE

The purpose of this institute was to provide an atmosphere of objectivity whereby school superintendents, school board members and other school personnel could discuss freely and in depth the major issues facing education today. Particular emphasis was to be placed on the matter of problems and issues arising out of the desegregation of the public schools.

GENERAL SESSION

There were two general sessions during this institute where all participants were present as a single group. The first general session served the dual purpose of allowing sufficient time for administrative formalities and setting the pace of the remaining portions of the institute through the media of the keynote speaker. The second general session served the purpose of focusing the attention of participants on the significant issue through the medium of a speaker of corollary issues. It is felt that a detailed presentation of the content of these two general sessions would be in order.

A. First General Session

The conference was opened by Dr. Max G. Abbott, who after extending a general welcome, pointed out the major purposes of the institute. At this point, Dr. Truman M. Pierce, Dean of the School of Education, extended a special word of welcome to participants. Dean Pierce emphasized that school leaders must of necessit face the issues of the times realistically. He further stated that people in education need to talk constructively and plan positively in an atmosphere of objectivity. The institute was designed to accomplish this end by affording an opportunity to study the problems and issues in depth in order that educational leaders could plan in terms of long-range educational perspectives.

At the conclusion of Dean Pierce's succint remarks, Dr. Abbott introduced the keynote speaker, Dr. John Letson, Superintendent of Atlanta Public Schools, Atlanta, Georgia, who addressed the group on the topic: "Cultural Change on the National and Local Scene."

Dr. Letson began by tracing briefly the origin of our present value system by citing examples from the Declaration of Independence as a basic frame of reference. The general evaluation of public education was presented in capsule form. Dr. Letson then related these factors to the current problems of cultural change. Consideration was given to the problems of urbanization, population explosion and improved communications media. It was emphasized that society today has no place for the uneducated and that we as a nation have been projected into a race for survival. Dr. Letson pointed out that it is not necessary to compromise ideals. Rather, we must choose between the alternatives of supporting a large segment of our population on the welfare rolls or else we must provide increased opportunities for self-improvement through realistic approaches to the problems of society today.

At the conclusion of Dr. Letson's address, a reaction panel composed of two school superintendents and one school board member presented the following comments:

Superintendent "A"

1. How can we educate for change?
2. We must know what culture is and then look for deprivation.
3. Do we tend to foster cultural deprivation by not meeting the needs?
4. What cultural base level does the teacher need to operate from?
5. Why not group on the basis of common needs and group around these?
6. What are we doing about prevention of cultural deprivation?
7. We may need to study the relationship of public schools to the needs of industry and cooperate more. Perhaps we should have some long-range plan for skills and skills training.
8. We have the money now and the opportunity to demonstrate our ability to educate.

Superintendent "B"

1. Is it the job of the school administrator and board member to convince a community that the philosophy of the Declaration of Independence is true?
2. We have read a great deal about the need for getting productive skills but before we jump into too much vocational education, do we not need to determine how far we should go before we do a better job in general education.
3. How much public expense and what is the role of industry in establishing training programs (e.g. MDTA)?
4. The basic problem of cultural deprivation is reading difficulty. Not enough people know fully what the reading process really is.

A School Board Member

1. We seem to recognize the problems of cultural deprivation but we don't want to do much about it.
2. What is the best way to inform the public about the need for special programs through Public Law 89-10?
3. How are Public Law 89-10 funds to be allocated within a particular system?

Dr. Letson's Response

We don't know how to educate for change adequately. There is a problem of resistance to change. The big issue seems to be a reconciliation of philosophy with actual practice. There are no simple answers. If we as educators are dedicated to do, then we should have the competence to come up with the answers. One of our biggest jobs is that of motivating students. Schools must permit and maintain flexibility and cooperate fully with business and industry. There exists the problem of not so much changing the curriculum but adapting what we teach to the needs and abilities of pupils. Teaching procedures must change so that we can implement what we have been talking about for the last 40 years. The desegregation process is merely bringing this point into sharper focus at the present. We need new approaches. Communications skills need to be improved. Intensive training programs are needed. One approach to the shortage of specialized personnel is to imply extra personnel so that effective training-rotation procedures can be developed. The biggest single responsibility in educational administration today is leadership in the assessment of problems and planning a road of success. We must work with citizens in communities where they are.

The discussion continued into the evening following a dutch dinner. Dr. Abbott reminded the group that the final determination as to the issues to be discussed later rested with the group. He also pointed out that perhaps we should define culture more explicitly as a result of some of the questions posed during the reaction panel in the afternoon.

Culture, according to Dr. Abbott, can be defined in two ways. It can be defined in the asethetic sense or as a set of values characterizing a given people. This is difficult to define in America due to the kaleidoscopic nature of contemporary American society. We must choose the most important values such as: (1) Value of majority rule from below; (2) Equality in the sense of achieving maximum potential; (3) Individualism; (4) Human perfectability.

At the conclusion of these preliminary and re-enforcing remarks, the floor was re-opened for discussion. The questions raised at this time seemed to center around the following:

1. Establishment and clarification of working guidelines for Public Law 89-10.
2. Establishment of definitive goals for use with Public Law 89-10 funds.

B. Second General Session

Dr. John T. Lovell presided at the second general session. After making a few preliminary announcements, Dr. Lovell introduced the keynote speaker, Dr. Harold Clark, Professor Emeritus, Trinity College, San Antonio, Texas, who addressed the group on the topic: "Economic Growth and Potential in the South."

Dr. Clark addressed himself to the general topic of "The Potential Economic Strength of the Southeastern United States." The position was taken that the resources of the southeast are among the greatest in the world and that the only thing lacking is the ability to get the information to the masses of the people. It was stated that in contrast to the thinking of most people, the south has been, for most of its history, near the top of the economic ladder in the United States and the prediction was made that it will soon return to the top.

Houston, Texas, has the highest cost of living in the south and it is twenty-five per cent lower than the rest of the country. Salaries are somewhat less than twenty-five percent lower in the south. It was pointed out that with a correction for cost of living, the worker in the south is about as well off financially as the worker in other sections of the country.

There are thirty to forty per cent more children per 1,000 people in the south than in other sections of the country. Basically, the adult in the south spends more on education than adults throughout the nation.

The speaker suggested that modern cities are poorly designed and are very poor places for people to live. A warning was issued that many cities in the south are reaching the point where there is danger that they will soon resemble the giant cities of the northeast.

It was stated that the economic productivity of the south compares favorably with other sections and that it will continue to grow. Dr. Clark suggested the following factors as support of his belief that the future of the southeast is among the brightest in the world.

1. As the length of the work week of the worker reaches forty hours or less, there will be an increasing desire of people to spend a larger portion of leisure time outdoors. This will lead people to migrate to moderate climates. The area of the world where the indoor climate can be most nearly controlled at the cheapest cost is in the southeast.

2. The southeast is the only part of the nation which does not have a water shortage. Water is necessary for many industries and will become increasingly attractive for recreational purposes.

3. More people make their living today in occupations related to recreation than in any other field. The south is a logical location for recreation spots. This will attract workers in all other fields as jobs come available.

4. The human and material resources of the southeast are greater than any other part of the nation.

In closing, Dr. Clark pointed out that the south will rise to the top, economically, regardless of what education does. The rise can be facilitated and accelerated by an active and alert program of education.

SMALL GROUP DISCUSSIONS

In an effort to achieve more interaction for the exchange of ideas, conference participants were assigned to three small groups each having a group leader. The purpose of these groups was to discuss issues presented in general sessions and from their own resources within the group. Insofar as possible, each group was structured by the administrative staff of the institute prior to the meeting so that a cross-section of administrators, board members, and others would be geographically distributed within groups.

It was generally felt that many relevant issues were raised in these small groups which could be synthesized and categorically arranged for possible topics for future consideration. These are included in the following summary.

SUMMARY AND CONCLUSIONS

The first in a series of conferences to assist school superintendents, school board members and other school personnel was held on October 13-15, 1965, at the Heart of Auburn Motel.

Two very effective outside speakers presented problems and issues from the total perspective of our changing society and its implications for education.

Small discussion groups utilized the background information from these resource persons as a basis for discussion in depth of the problems and issues confronting school personnel in the matter of desegregation of public education.

Four general areas of interest of the persons attending the institute seem evident. These are:

1. Problems and issues relevant to curriculum and instruction such as:
    a. Three grade differential between Negroes and whites.
    b. Communication techniques
    c. Innovation of new educational ideas
    d. Recruitment and training of teaching personnel

2. Problems and issues relevant to financial support of public education such as:
    a. Federal aid to education
    b. State aid to education
    c. Local aid to education

3. Problems and issues relevant to developing community support for the legal structure within which school personnel must operate such as:
    a. Pupil desegregation problems
    b. Faculty-staff desegregation problems
    c. Location of school sites
    d. Development of compliance plans
    e. Problems of dual school systems

4. Problems of developing channels of communication between the Federal, state and local governmental structures.

At the closing session, the institute participants generally agreed that these were the major issues and that all the points brought up in the small group sessions would fall under one or more of these broad classifications. The group felt that a next logical step would be to visit a school system that had already been through all processes mentioned (faculty, staff and pupil desegregation). The next meeting should be built around ways and means of gaining community support.

The suggestion was made and adopted that the next meeting would be held in Atlanta, Georgia, on November 9-10, 1965, with a definite meeting place to arranged prior to the meeting.

APPENDIX B

AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS

Instructional Services Division
Atlanta, Georgia
November 9 - 11, 1965

First General Session:

The meeting was called to order by Dr. Robert Montgomery at 1:30 p.m. Thanks were issued to the Atlanta School Board for inviting the group to Atlanta.

Dr. John Martin welcomed the group to Atlanta and assurance was given that the doors were open so that members could view any phase of the school program they so desired. Dr. Martin also served as moderator for the beginning of the panel discussion. He was aided by Dr. John Letson who arrived later. Board members who served on the panel were Mrs. Sara Mitchell and Mr. Pete Lattimer who is now the attorney for the Board of Education.

Each panel member gave a short presentation of his or her views concerning the problems and issues in desegregation of the Atlanta schools. Following is a summary of the points made by each member of the panel.

Mrs. Mitchell:

1. Superintendents, board members, and other school leaders must work closely with leaders in the community if desegregation is to be successfully implemented. It was pointed out that most cities and towns have a power structure. These people can lend great support for any undertaking if they are properly approached.

2. The Atlanta School Board operated, from the very beginning, on the central premise that they could not allow the public schools of Atlanta to be closed. This premise directed their entire approach to the problem. It was suggested that this gave a great deal of strength and consistency to their actions.

3. The struggle over desegregation in Atlanta was legal in nature. It was not hard to be a board member during the period because it was not a question of who wanted to do what. It was, instead, a question of what must be done in order to obey the law. Therefore, the pressure was not on individual members of the board. It was suggested that the situation in Alabama may be more difficult because most systems are desegregating without court action.

4. The political climate in Georgia at the time of desegregation was not helpful. Political leaders in the state had said "never" to desegregation. The Atlanta papers were praised for their contribution to successful desegregation.

5. The plan of desegregation in Atlanta was based on choice, space, and proximity. These were logical criteria and proved to be very acceptable.

6. Atlanta was fortunate in having a strong leader in Dr. Letson. The importance of leadership cannot be emphasized too strongly. This is a key to the entire process. School leaders must work in quiet, reasonable, but very deliberate ways.

Dr. John Martin:

1. The Head-Strat Program offered a good opportunity for desegregation of faculties. This was implemented as a follow up of previously desegregated professional meetings. Faculties have been successfully desegregated.

2. Professional personnel in Atlanta have very evidently expressed a "peace corp attitude." That is, they have readily accepted the problems of school desegregation as a challenge. This seems to have been a successful approach in employment practices. Prospective teachers have been made aware of the existing challenges and have been employed only if they feel they can accept the challenge.

Mr. Pete Lattimer:

1. The situation is different now to what it was at the time of desegregation in Atlanta. Desegregation was then a court edict. Today it is, without a doubt, the law of the land. The doctrine of seperate but equal has been struck down. The issue today is whether to obey or disobey the law.

2. Certain unfortunate events in the south caused civil rights legislation after it had been put aside temporarily. The violence, murder, and unrest in southern cities prompted leaders in Washington to press hard for civil rights legislation. Today desegregation is a fact of life and must be accepted as such.

3. Atlanta has tried to observe rulings throughout the country and modify their plans to become congruent with the legal precedent.

4. The concept of compensatory education is becoming ever more prominent and will have a great deal of influence in future action.

5. There is likely to be modification in enforcing civil rights policies and regulations.

6. Boards of education everywhere must develop some consistent philosophy in meeting the problems of desegregation. Working with community leaders in

a deliberate approach must be a part of this philosophy. Boards should have an attorney.

7. Don't tell your communities you can put off desegregation. You are only prolonging the problem and intensifying the ill will.

At this point, the meeting was opened briefly for questions from the floor.

Stafford clark raised the question of how the desegregation process would be completed in Atlanta. Mr. Lattimer responded by stating that the courts had said to defer faculty desegregation until school desegregation had been completed. Atlanta, however, has already begun to do this. It is anticipated that faculties might be desegregated on the basis of racial ratios in the population. This is not law, however.

Stafford Clark then asked Mr. Lattimer to react to the pupil numerical ratio concept. Mr. Lattimer predicted that it will be declared unconstitutional. Dr. Letson then stated that there is no pressure in Atlanta to operate on the numerical ratio concept.

Mr. H. L. Terrell asked if Atlanta had been troubled by civil rights workers. The answer from all members of the panel indicated that they are constantly at work.

The meeting was then adjourned for a short break.

Reaction Panel:

Dr. Wayne Teague served as moderator for the reaction panel. Pertinent questions and answers brought out are summarized below.

Allan Cleveland: Where superintendents have submitted desegregation plans and no Negroes requested transfer, what can be expected?

Pete Lattimer: If the present trend continues and Negroes, of their own free will, don't request transfer you may be required to assign students on a desegregated basis.

Stafford Clark: If the U.S.O.E. becomes dissatisfied, will we be required to set up district lines?

Pete Lattimer: The NAACP wants school district lines. They have been dissatisfied. Any successful plan of district organization must be capacity related. There seems to be confussion in the courts concerning school district requirements. Several cases were mentioned to illustrate this point. This confusion in the courts has said you may not take race into consideration in assigning students but you may take race into consideration in forcing desegregation. The Supreme Court must eventually resolve this conflict.

Sara Mitchell: We had empty white classrooms in Atlanta. One thing we are sure of is that parents don't want their children bussed out of the neighborhood.

Dr. John Letson: Zoning approach is not the same in the south as it is in the north. Zoning in many cities would tend to crystalize the Negro schools.

Pete Lattimer: When you operate on the basis of freedom of choice, tradition is on your side. Tradition works against the Negro taking the initiative. The courts must answer the question of whether a Negro child has a constitutional right to a desegregated education.

Dr. Letson: Freedom of choice must be "honest" to be acceptable. Honesty, in every sense of the word, is required. You cannot coerce the child.

Allen Thornton: The freedom-of-choice plan was sent to parents and the parents could reply by mail. The choice was made binding. What is your reaction?

Pete Lattimer: This has a tendency to work against the child.

Dr. John Deason: Attention should be called to the Jefferson County case where some children have been allowed to transfer back to the schools they previously attended.

Silas Cross: In working with the power structure, did you also work with minority groups? Is it sometimes beneficial to keep quiet?

Mrs. Sara Mitchell: Don't go looking for trouble. Allow delegations, from any groups, to attend board meetings. Work diligently to establish rapport with people in the community.

Dr. Max Abbott: Is it wise to test ideas on key people in the community who can sense the feeling?

Pete Lattimer: Yes.

Dr. Wayne Teague: What evidence do you have that the achievement rate of Negro children is improving?

Dr. John Martin: If we can defer that question until tomorrow, you will probably see some indications.

Dr. Jack Geckler: We anticipate imbalance in school enrollments. We think we may have empty classrooms in the Negro schools and overcrowded white classes. Has Atlanta had this problem and if so what have you done?

Dr. John Letson: We have had this problem. We have taken the position that nothing is accomplished by overcrowding schools equally. We must build to meet the needs. There is no point in having two schools on double sessions if one will suffice.

Joseph Pickard: This may be more of a problem in some places than in others.

At this point, Dr. Wayne Teague turned the meeting back to Dr. Montgomery who adjourned the meeting.

General Meeting, Tuesday Night, November 9:

The evening meeting was called to order by Dr. John Lovell. Mr. Arthur Dennis was called upon for the invocation. The entire membership of the institute had the evening meal together after which Community Schools in the Atlanta area were visited.

General Meeting, Wednesday Morning, November 10:

The Wednesday morning session began at 8:30 a.m. in the Instructional Center Cafeteria. Coffee and cake was served prior to the informal talk given by John Martin, Director of the Instructional Center.

Dr. Martin felt that the participants had indicated a desire to be told about some problems in instruction that Atlanta systems faced because of desegregation. Dr. Martin said that the problems for instruction were and had always been the same before and after desegregation. The problem was one of teaching students. Desegregation did not present new learning problems. He added that discipline and inter-student relations were not a problem. However, the numerical increase of learning problems that Negro students brought with them from segregated schools intensified as more and more schools became desegregated. The cultural situation of Negroes had not prepared Negroes to cope with white academic standards.

The inability to cope with white academic standards was allayed to reasons of poor cultural background, low economic conditions and poorly prepared Negro teachers. These differences then appear to be more pronounced in mixed schools.

He said that in the beginning of desegregation, the best Negro students were used for transfer. Now that the doors are "wide open" Atlanta is faced with ever increasing problems. These problems include areas such as:

1. Greater numbers of pupils not achieving standards. "Traditionally we always had few who did fall by the wayside and we didn't care." Now the numbers are two large to be ignored. This greater influx of Negro students, some of whom have never attended schools until now, has caused us concern in how to educate all children.

One of the reasons, I feel, that Negroes have difficulty is the matter of time schedules. Time schedules in the Negro's life have not been stressed, consequently, being to class on time and staying there does not seem important. There seems to be a lack of training notable in the Negro's organization. All of this is part of the Negro's value system. This is probably a pretty wide generalization to make, but it is mainly an opinion of my own supported by experience and some reading. We could say this all doesn't make any difference but it does matter that we must teach these children.

Cecil Thornton was the principal of our first school that had an integrated staff. Cecil is now an area superintendent. Although integration of staff is a problem, all of these problems have always been with us. Teachers must learn "all over" how to teach their subjects to these students.

We integrated athletics first through our minor sports schedule. Extracurricular activities proceeded as usual. We had one incident occur and that was when a Negro girl danced with a white boy at a school dance. The policy was established that no student could go unless all students would be permitted to attend, eg., school picnics. The main point still is to teach every child.

At this time, Dr. Martin called for questions.

Dr. Abbott asked about the dancing incident referred to above. His question was--"What planning did this incident occasion, if any?"

Dr. Martin answered that the students were expected to be law-abiding and disciplined. The students were expected to exercise their personal perogatives as to whom they would dance. The students and staff are expected to be colorblind. However, no formal planning obtained.

Dr. Martin added that they were concentrating on the areas of communication skills, particularly reading and speech. Atlanta schools are not overly concerned with the Carnegie Unit since the important thing is the student.

Elementary teachers seem to have a head start in that they know how to group and teach multiple-group classrooms, but high school teachers don't know how to group or teach multiple groups.

He emphasized that guidance and counseling were important aspects in identifying the roots of individual and system-wide instructional difficulties. He added that it takes a different kind of teacher who can teach anyone. He said again that we must treat children as children.

He stressed the importance of taking teachers where they are and through inservice training bring them up to date on newer teaching media. A teacher's day is not over at 3:00 p.m. All of the teachers in Atlanta must take the equivalent of five quarter hours of college credit per year. This would be the same as 40 class hours of participating in local inservice training courses. At this point, the discussion and address was closed to begin the area school visitations at 10:00 a.m.

The entire day on Wednesday was devoted to visitations to selected schools in the Atlanta area. The groups were given access to anything they wished to see in the schools. Key personnel at each school talked with visiting groups, answered questions, and acted as guides through the schools. Visitations were made in three groups according to the following itinerary.

AUBURN SUPERINTENDENTS CONFERENCE

Itinerary for Wednesday, November 10, 1965

GROUP A

10:00 a.m. - 11:00 a.m.	CSL West Fulton
11:00 a.m. - 12:00 noon	Center Hill
	Lunch at Center Hill
1:00 p.m. - 2:00 p.m.	West Fulton

GROUP B

10:00 a.m. - 11:00 a.m.	Center Hill
11:00 a.m. - 12:00 noon	West Fulton
	Lunch at West Fulton
1:00 p.m. - 2:00 p.m.	CSL at West Fulton

GROUP C

10:00 a.m. - 11:00 a.m.	West Fulton
11:00 a.m. - 12:00 noon	CSL at West Fulton
	Lunch at Smith Technical
1:30 p.m. - 2:30 p.m.	Smith Technical

GROUP A, B, & C

4:00 p.m.	General Meeting at Instructional Services Center for Question and Answer Period

General Session, Thursday, November 11:

The meeting was called to order by Dr. Curtis Henson at 8:30 a.m. After brief preliminary remarks, the meeting was turned over to Dr. John Letson who introduced the panel made up of the Area Superintendents; Cecil Thornton, G. Y. Smith, Paul Todd, Mark Hughey, and Hilliard Bowen.

Dr. Letson raised several questions which faced the Atlanta schools at the time of desegregation. The most pertinent were:

1. Are we going to adequately serve the public?
2. If so, how are we going to do it?
3. Are we going to spend three or four generations before we are able to do it?

At this point in the meeting, each of the five area superintendents made brief comments concerning the problems they encountered. The meeting was then opened for comments from the floor. Following is a summary of comments.

Dr. John Letson: It was pointed out that it is much easier to come to an intellectual solution than to an emotional one.

Dr. Hilliard Bowen: An appeal was made to the people of Atlanta for law and order. The work done by certain women's organizations during the period was admirable. It seems advisable that school leaders look to see if they feel desegregation is possible before they begin it. If you don't believe certain phases are possible, don't begin it.

Dr. John Letson: Don't take yourself and your problems too seriously. Keep your sense of humor. The world is moving toward a point of resolution of problems when it will be a better place to live.

Stafford Clark: How have you kept your system and your staff together?

Dr. John Letson: There is no easy answer to this. We have had the same problems you have been faced with. The Atlanta Board of Education made a final decision to operate on the following assumptions:

1. The law says desegregate and we must abide by the law.
2. We have a professional responsibility and committment to do only that which will enhance education for all students in the Atlanta schools. If we abdicate our responsibility, we will be doing a dis-service

There is no answer to the question. You just have to work at it.

Mark Hughey: There has been only one white teacher who resigned because of desegregation.

Dr. John Letson: One of the biggest problems is that we have found it difficult to accept the Negro child on an individual basis. "There is nothing more unequal than equal treatment of unequals."

Dr. Robert Saunders: It is possible, or wise, for us to think of desegregation in phases:

Dr. John Letson: We should have been thinking this way from the beginning. Our problems now are not racial in nature but educational instead.

Dr. Robert Saunders: We must now go beyond the law-abiding phase.

Dr. Max Abbott: We are beginning to recognize our own prejudice. We may now begin to recognize Negroes as people.

Dr. John Letson: Teachers have a tendency to evaluate their assignment in terms of the socio-economic status of the constitutency of the school. This must be changed.

Elvin Hill: Do you plan to prevent re-segregation? Do you feel that this is a responsibility of the school board?

Dr. John Letson: We cannot tell people where to live. The trend toward moving out of the district has slowed somewhat. There will be population shifts back and forth.

At this point, Dr. Lovell instructed leaders of discussion groups to attend to the following items during group discussions:

1. Summarize ideas and define the implications.
2. Share action proposals which are being prepared.
3. Evaluate the meetings held in Atlanta.
4. Have someone report to the entire group at 11:30.

GROUP DISCUSSION
Group I

After utilizing the technique of having each member introduce himself, the group readily pointed out several ideas generated by the conference. These seemed to be:

1. An opportunity to evaluate individual philosophies.
2. A feeling of an increased professional and moral responsibility for the spectrum of the educative process.
3. The place and value of "mechanical devices" but emphasizing the coutious approach to their use.
4. A recognition of the fact that desegregation has pointed out the need for innovations in the educative process which should have been done earlier.
5. The need for a comprehensive study of the problems of inservice education, particularly as related to Negro teachers.
6. The possibility of combining proposal development and inservice training simultaneously.

The group felt that the following would be suggestions for future programs:

1. Consider the possibility of not meeting on campus each time with a view of visiting other systems in various sections of the state.
2. Consider the feasibility of broadening the base of participation to include some elements of the power structure "at home."
3. Consider the feasibility of meeting again soon to work out "model" proposals.

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GROUP DISCUSSION
Group II

Mr. Walter Riddle lead the discussion group composed of approximately fifteen participants. Group interaction was high throughout the session. The session was directed toward the following three areas of interest.

1. Summary of ideas
2. Sharing of action proposals
3. Evaluation of the Atlanta meetings

Following is a summary of pertinent points discussed under the above categories.

Summary of Ideas:

1. Teachers must learn to accept the individual as he is and work with him at an appropriate level.
2. As faculties become desegregated, there will be a problem of how to handle teachers who have sub-standard preparation.
3. Teacher selection problems are increased with student desegregation. The "peace corp" attitude may be helpful.
4. New kinds of organizational patterns offer possibilities of solving problems occasioned by desegregation.
5. When faculties are desegregated, effort must be made to upgrade the teaching staff. We must guard against robbing the Negro schools of their most capable teachers.
6. More extensive participation in the institute by board members is highly desirable.
7. New teaching methods must be explored in trying to solve the problems occasioned by desegregation.
8. Superindendents and board members, as well as teachers, must be ingenius procurring federal funds for instructional improvement.

Sharing of Action Proposals:

1. An Atlanta representative briefly discussed some aspects of the proposals prepared within the system.
2. The Anniston proposal for mathematics was discussed by participants.

3. It was pointed out that the Tuscaloosa proposal is very comprehensive and will benefit several subject matter areas. Certain problems were discussed.

4. It was the opinion of all members of the discussion group that special help is needed in preparation of proposals.

5. It was suggested that superintendents might write proposals collectively.

Evaluation of the Atlanta meetings:

1. The group expressed the feeling that the meetings had been worthwhile and very enlightening.

2. More board members should have been in attendance.

3. It was suggested that one session be devoted to innovations in education.

4. It was suggested that a session be devoted to proposal writing.

It was decided that Jim Lovvorn would report to the entire group in the general meeting.

GROUP DISCUSSION
GROUP III

Discussion Group III was moderated by Mr. Pickard, recorded by Ed Barnes and reported to the general session by Whitey Nelson. The group discussion dealt with ideas that have developed from the conference, a sharing of proposal developments for federal funds, an evaluation of these proposals, and an evaluation of this three-day meeting.

Silas Cross re-emphasized the idea that we must truly individualize instruction and not just talk about it. Another major idea was broached that we must concern ourselves with building materials and approaches for each system by the system itself. Pickard said that we must teach teachers by involving them in the planning. Out thinking must extend itself beyond race. Mr. Nelson emphasized the problem of making Negro teachers qualified for teaching the academic standards of mixed schools.

The discussion included proposals being submitted concerning a communications skills approach and another for a "materials support center." Another proposal concerned inservice training programs with college credit.

In evaluating the three-day meeting, statements of the group supported the helpfulness of the meetings. Several board members expressed positive remarks about the meetings and suggested that other board members should attend. It was suggested that perhaps board members might attend only one-day sessions. Written reports of the conference should be made available to other board members with clarifications offered by superintendents. Some felt that the meetings should shift from one city to another. A December meeting was suggested. Written guidelines for staff desegregation were from the institute. The next meeting was asked by members to be in December and the content was asked to be based upon guidelines for setting up proposals for federal monies with exhibition of several proposals that have been acted upon.

Final General Session, Thursday, November 11:

The final session was presided over by Dr. John Lovell. Each group reported on the group discussions (see reports from group meetings.)

It was the consensus of the group that a meeting should be held in Auburn, early in December, to be devoted entirely to proposal writing. It was suggested that a representative from the State Department of Education attend the meeting to assist in preparing proposals.

Dr. Lovell and other staff members agreed, after some discussion, that a meeting would be planned for early December.

The meeting was adjourned at 12:00 a.m.

Evaluation of Meeting

A review of the evaluation sheets indicates:

1. 80% of the participants were "highly satisfied"
2. 96% of the participants were "highly satisfied" with contributions of institute faculty
3. 88% of the participants were "highly satisfied" with contributions of special consultants
4. 80% of the participants were "highly satisfied" with specific problems identified for study in future meetings
5. 56% of the participants were "highly satisfied" with physical arrangements. 36% were "somewhat satisfied"
6. 68% of the participants were "highly satisfied" with the arrangements for the next meeting in Auburn
7. Particular strengths identified were as follows:
    a. visitation program
    b. practical approaches used by Atlanta staff
    c. physical arrangements for group meetings
    d. quality of resource people
    e. climate of group discussions
8. Particular weaknesses identified were as follows:
    a. transportation arrangements for visitations
    b. need for more board members
    c. too compressed schedule for time allocated
    d. need to tape proceedings and furnish transcripts
    e. some lack of structure and organization of visitations
9. Aspects reported as most useful were:
    a. visitation program
    b. discussion sessions
    c. sincerity and quality of Atlanta staff
    d. sharing of ideas
10. Among the suggestions for future sessions were:
    a. visit other places out of Alabama who have done a "good job" of desegregation
    b. discussion of actual plans and means of using available monies and resources to greatest advantage
    c. have some special sessions for board members and shorten time required of them
    d. continue use of name tags
    e. provide note pads and pencils
    f. evaluation sheet should ask participants for major contributions

APPENDIX C
AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS

Holiday Inn Motel
Auburn, Alabama
December 15-16, 1965

First General Session

The first general session was opened by Dr. Wayne Teague, member of the institute staff and Auburn University faculty who after a brief welcome to participants introduced the members of the panel: Dr. Jack Geckler of Tuscaloosa City System, Dr. Reavis Hall of the Anniston City System, Mr. Arthur Dennis of the Lauderdale County System and Dr. John Deason of the Troy City System.

Dr. Geckler opened by giving the group a brief resume of the types of school programs already in operation in the Tuscaloosa system by pointing out that under other programs were included an adult education program, various vocational programs, Title III programs, and Head-start. He further pointed out that under Title IV, an advisory-services program had been initiated to assist in planning for change through in-service training and certain aspects of the academic program such as Special Education. He further pointed out that a preliminary study had revealed that a definite problem seemed to exist for Negro students who had high vocational or educational aspirations and low academic achievement. He then expanded somewhat on their plans for pre-school in-service training of teachers for the development of new approaches such as non-graded classes, reading improvement, etc.

Dr. Hall pointed out that much consultative help had been used to help in planning. The major goals in their school system was defined as the improvement of instruction with everything else being secondary. The major areas of concentration under Title I and other programs were identified as computational skills, communication skills, extended pupil personnel services, and academic proficiency. In addition, it was pointed out that definite plans had been made to work in the area of staff desegregation under Title IV. In this area, certain plans were being developed for a total assessment program for teachers.

Arthur Dennis pointed out that mistakes are bound to be made in the development of programs and that proposals should be flexible. He identified some of their problems in Lauderdale County as being weaknesses in communication skills and cultural differences. He pointed out that all in-service training for teachers had been completely desegregated. Their overall program is conceptualized as a three-phase one, consisting of a training program for teachers, a comprehensive language arts program and an expanded testing and guidance program.

Dr. Deason pointed out that after discussion of their problems locally, assistance was requested and received from EEOP. A proposal was submitted under Title IV for all employees to work before school and for one day each month. The objective was to develop, with consultative help, plans to educate all children on a desegregated basis. Three results were noted from this program. First, teachers worked as a group for twelve days on the problems of improving instruction. Second, extensive use has been made of consultative services in developing understandings. Third, new ideas have been brought into the system by staff members who have visited other systems. The Title I program was explained as utilizing the comprehensive project approach with flexibility rather than the single program approach.

At the conclusion of the panel, questions were raised by a group of interrogators. Mr. Courington raised three basic questions for clarification: (1) A request for clarification on the matter of teacher assessment (2) A request for elaboration concerning any precautions to be taken in in-service training to determine if we were moving too fast (3) What could be done to avoid lowering school standards. The panelists answered these questions by stating that assessment as being developed through the cooperation of teachers as a part of a projected reorganization and that the purpose was the improvement of instruction. It was pointed out that it is difficult to assess in-service programs explicitly. Attitudes of people are changing and teachers appear ready for change. It was further pointed out that the matter of standards was indeed a problem but that this problem was magnified by the attitude of parents. One solution was suggested as a trend towards a curriculum and instruction oriented type of principal as opposed to an office manager type. Part of the problem is also getting teachers to approach instruction on a realistic basis. Mr. Terrell raised questions relevant to Head Start, scope of Title I and teacher assessment. These were answered by stating that regular teachers would be used in Head Start. The job of schools was not to do the integrating but to teach. It was pointed out that structuring of a Community Action Committee Board and then lending support was one effective technique. The secret of success in all these programs was thought to be very careful planning on the part of all concerned. Clarification was given as to the scope of Title I by pointing out that all children could expect to benefit but especially those in schools of high need who must receive priority. One participant reacted by suggesting that he doubted that desegregation would work in the South any more than it would in Washington, D. C. He expressed a lack of confidence in the programs and felt that perhaps some systems were pushing harder than was really necessary. These questions were answered by pointing out that no one particularly wanted desegregation but that it was not a matter of whether one wanted it or not. We must be willing to experiment and try new ideas. There have been no reported instances where teachers have ever tried to deliberately thwart a program.

The session was closed by Dr. Teague who summarized the presentations of the panel and the reactants with three crucial statements:

1. We all need to do something for all children.
2. We need to appreciate and use the Hawthorne effect.
3. We need to think about coordinating the various titles of all present legislation to supplement the total program.

At the conclusion of Dr. Teague's remarks, the group adjourned into small group discussions.

Second General Session
December 16, 1965

The second general session was devoted to a presentation by an official of the State Department of Education concerning Title I. A typescript of the tape made during this session is being prepared and will not be reported here but mailed separately.

The morning of December 16 was utilized for small group meetings in which superintendents, board members, and other leaders discussed the following items:

1. Development of proposals under Title IV of the Civil Rights Act of 1964 and Title I of the Elementary and Secondary Education Act of 1965.
2. Evaluation of the institute through the December meeting.
3. Suggestions for the January meeting.
4. Suggested dates for the remaining institute meetings in February, March, April, May, and June.

Following is a brief summary of each of the group meetings. These summaries were presented to the total group at the 1:00 p.m. general session.

Discussion Group One
Led by Mr. Joseph Pickard

It was asked by one member of the group that some time be spent discussing the Head-start Program before other items were discussed. The primary concern of the group was that they had some fear that Head-start proposals might be accepted and then be changed by federal offices concerned. Suggestions by participants were that there be a greater understanding between local systems and the federal offices. It was the general feeling of the group that white teachers should be placed in centers that are likely to have all Negro students.

In the discussion of Title IV of the Civil Rights Act, it was pointed out that Troy and Pike County are currently operating an in-service program to study problems occassioned by desegregation which is financed under this provision. It was also leanred that Bullock County is seriously considering a program to operate two communication skill laboratories under the provisions of Title IV.

The discussion of progress under Title I of Public Law 89-10 indicated that Troy, Pike County, Selma, Bullock County, and Ozark have had proposals approved. Several other systems have or will submit Title I proposals. Most of the programs discussed will emphasize communication skills, reduction of teacher load, and special services on a system-wide basis. The two major areas of concern at the present time are: (1) lack of qualification for Title I in all schools, and (2) problems concerning qualified personnel. One approach to the solution of the personnel problem was to extend the program into the summer thereby utilizing existing personnel.

It was recommended by the group that the next meeting be held in late January or early February in Auburn. One possible topic of discussion was the possibility of having the principle of freedom-of-choice overruled. It was suggested that representatives of the United States Office of Education be asked to discuss this possibility at the January meeting or at some later meeting. It was also suggested that the January meeting would be a good time to back off and take a critical look at the current social scene by having some qualified resource persons speak.

No dates for later meetings were suggested by the group. It was the general feeling that the planning committee could make these decisions.

In evaluating the institute, it was the opinion of the group that we should continue in the same direction. Participants felt that the speakers, panels, and discussion groups have been very helpful. The flexibility of schedules has been desirable and special mention was made concerning the positive values of the Atlanta meeting and the speeches by Dr. Layton and Mr. Bookholz.

Discussion Group Two

Led by Dr. Stafford Clark

In discussing Title IV of the Civil Rights Act, it was pointed out that tentative plans are being made by school districts in Georgia to design plans to provide relief and leadership at the local level. Proposals are likely to be presented by several Georgia school systems.

The organization for implementation of Title I of Public Law 89-10 in the state of Georgia was discussed. One state coordinator will work with four white area consultants and two Negro area consultants. Each of the four white area consultants and two Negro area consultants. Each of the four white area consultants will serve one half of the state. Most school districts in Georgia have proposals approved or in the process of development.

The Atlanta School System submitted a proposal in November for a comprehensive program to include remedial basic skills, psychological services, and cultural enrichment. The program is being implemented as personnel becomes available.

The Troup County System has a proposal approved for a pre-school program which began on December 1. A proposal has been submitted for a remedial program in basic skills and will probably be approved in early January. A proposal for an enrichment program to begin in the summer of 1966 is also being developed under Title I.

The major problems in Georgia have been concerning personnel, time, and communication within the systems as well as outside the systems.

The group suggested concentration on the following areas for the January meeting.

1. Identifying specifically the role of the school in education for change in the community and state in relation to that of other community agencies.
2. Provide help in identifying and constructively involving the power structure in accepting the Civil Rights Law and in implementing the provisions of the law.
3. Provide help to Boards and administrators in gaining unanimity of commitment of professional staff members.

Dates suggested for future meetings were January 18-20, March 16-17, April 13-14, and May 11-12. It was suggested that the place of these meetings was unimportant so long as facilities are adequate.

In evaluating the institute, it was stated that the following goals or needs have been very adequately met:

1. An open forum for the free exchange of ideas and ideals has been provided and has resulted in attitudinal changes, reinforcement of sound beliefs and good administrative practices, common acceptance of the Civil Rights Act by participants, and committment to quality education for all pupils.
2. Successful practices in receiving and using federal funds have been reviewed with specific help provided in designing projects and writing proposals for programs in the particular school district.

It was felt that the following needs have yet to be fulfilled by the institute:

1. Means of reaching and converting reactionaries motivated by prejudice.
2. Definition of the role of the boards of education and administrators in educating for change.
3. Definition of the role of other community agencies in implementing the provisions of the Civil Rights Act.
4. Means of securing cooperation between the school and other community agencies in affecting necessary changes.
5. Effective methods of dealing with dissenters and "conscientious objectors" within the professional ranks.
6. Help in identifying and constructively involving the local and state power structure in gaining public acceptance of, and adherence to, the Civil Rights Law and in affecting the essential changes inherent in that law.

Discussion Group Three
Led by Mr. V. M. Burkett

The discussion was attended by representatives from Anniston, Auburn, Huntsville, Sylacauga, and Tuscaloosa.

The Huntsville School System is developing a proposal under Title I of Public Law 89-10 to provide a remedial program in the communicative skills. The major emphasis of the program will be directed toward the primary grades.

The Tuscaloosa City Schools have been awarded a grant under the provisions of Title IV of the Civil Rights Act to study problems occasioned by desegregation. The system has also proposed a program under Title I of Public Law 89-10 to include physical fitness, reading, esthetic needs, industrial arts and vocational training, pupil adjustment, and special education. They are submitting six or seven proposals rather than one large proposal. Pilot programs are being used because it lends itself to better control and more accurate evaluation.

Miss Nancy Gillett, who attended the meeting, provided the following suggestions for proposal writing.

1. State very specifically what you are going to do, how you are going to do it, and your attitude toward the project.

2. Provide support for your project as to why your school system should recieve funds in preference to other school systems.
3. Justify your proposal in terms of superior design, purposes, and means of evaluation.
4. Work closely with community action groups with the idea that they can do some of the things you want done.
5. There may be some advantage in submitting a proposal for a broad program as opposed to several smaller projects.

The Anniston School System has worked to get educators involved in the Community Action Program so that they may participate in the planning and decisions of that committee. It was the belief of the group that all programs with educational implications should be under the supervision of the educational administration.

It was suggested by Miss Gillett that administrators consider having white students taught by capable Negro teachers for at least small periods of time. Miss Gillett also indicated that staff desegregation is not as far away as most Alabama superinterdents think. It was further indicated that geographical zoning without regard to race is a possibility.

Discussion Group Four

Led by E. E. Gaither

In the discussion of proposals under Title I of Public Law 89-10, it was pointed out that Russell County, Phenix City, Tallassee, and Auburn are in the process of developing programs. They are concentrating on remedial basic skills, health services, in-service training, reduction of teacher load and extended cultural activities.

In the evaluation of the institute, the following points were emphasized.

1. The institute has been excellent but caution must be exercised to avoid losing sight of the original purpose of the program.
2. Small group meetings of principals in attendance would be helpful. The purpose of such meetings would be to discuss common problems.
3. The highlight of the December meeting was Mr. Bookholz's discussion of Title I of Public Law 89-10.

The group suggested that the January meeting be built around the use of special media in the instructional program. It was suggested that participants might view some modern media in action at Maxwell Air Force Base or at Fort Rucker.

The follwoing dates were suggested for future meetings:

January 25-27
February 23-24
March 14-15
April 13-14
May 11-12

It was suggested that the March meeting be held in Birmingham just prior to the annual AEA convention.

Discussion Group Five
Led by Rube Courington

In the discussion of Title I of the Elementary and Secondary Education Act, it was pointed out that the Russellville City Schools and the Lawrence County Schools are planning programs to be financed by federal funds. Both these programs will focus on language arts, reduced teacher loads, remedial programs in basic skills, and in-service training for teachers. Consultative services are also included. The major problems indicated in the implementation of these programs was the procurement of qualified personnel and evaluation procedures.

In the evaluation of the institute, reactions were positive. Major strengths of the institute were: (1) free exchange of ideas and (2) better relations among participants and educational agencies. The major weakness of the institute has been a lack of participation by more board members.

It was felt by the group that the planning committee should select dates and programs for subsequent meetings.

General Session
December 15, 1966

This session was devoted to reports from each of the discussion groups. (See group reports.)

APPENDIX D
AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS

Holiday Inn Motel
Auburn, Alabama
January 26-27, 1966

First General Session

The meeting was called to order at 1:30 p.m. with Stafford Clark presiding. After brief opening remarks by Mr. Clark and Dr. Lovell, Dr. Barry from the U.S. Office of Education was recognized.

Guest speaker for the afternoon was Dr. Ralph Kimbrough of the University of Florida. The following is a brief summary of Dr. Kimbrough's speech.

The primary concern of the speaker was the phenomenon of community power structure. Dr. Kimbrough stated that educational leaders are in the position of having to translate educational goals into public policy. He further stated that instead of trying to keep politics out of school administration, we should look realistically at the community power structure and use the processes of decision-making involved to further the educational program. In discussing this idea, Dr. Kimbrough defined the power structure as the distribution of political power among the citizens. Without the power structure, school systems would be paralyzed.

Dr. Kimbrough's entire thesis was built around the idea that every community has a core of informal organizations, the members of which actually make the policy decisions. The formal structure is only the instrumental vehicle by which the policies are carried out. Two studies, Hunter's study of Atlanta and Dahl's study of New Haven, were cited as evidence of this. Dr. Kimbrough also referred to his own research throughout his address.

School administrators, according to the speaker, have had a tendency to look at the formal organizational structure and overlook the informal power structure. The power structure may be monolithic, competitive multi-group, segmented pluralism, or a monopolistic elite. Large numbers of in-migrants in the community often cause a change in the power structure. In cases where the new residents have new ideas this change may come about; but in cases where the ideas of the in-migrants are the same as those already existing, change in the power structure is not likely to occur.

Presthus has classified members of power structures on the basis of their source of power. The source may be wealth, political power, or a specialized skill or knowledge.

Dr. Kimbrough suggested that superintendents must become politicized. He further suggested the following approaches to the identification of power wielders:

1. Reputational approach (used by Hunter)
2. Analysis of decisions in an issue area (used by Dahl)
3. Combination of the above two (used by Presthus)

Each of these might be of some value in the study of community power structure for school leaders.

The speaker closed by stating that the implications of what we know about community power structure are not clear at this point. It is easier to know about the power structure than it is to know what to do about it.

Group Discussion I
Led By
Jack Geckler

The discussion of the group centered around issues concerning the community power structure and the various roles of superintendents and board members in dealing with significant problems at the community level brought about by outside as well as unanticipated consequences and formulated the following questions which were discussed to some extent:

1. What kinds of issues bring about a new power structure? Are emotional issues of this type? Is a wet-dry issue different from a desegregation issue or a tax issue?

2. What is the significance of an outside influential who comes in? How can a local group anticipate and prepare for intrusion of outside influentials who are capable of uprooting the orderly process of the local power structure? What results should be expected--revolution, anarchy?

3. Does the type of community contribute toward the degree of peaceful desegregation? Is desegregation more peaceful and smooth in communities having values higher than maintaining segregation? Is stronger resistance to expected from those who have little or nothing to lose if violence should erupt? Has the experience of violence in some communities been a conditioning element in communities?

4. What are the implications of the one-man-one-vote concept of government on the power structure? On education?

5. What effect is public harping on the supreme court's decision and federal legislation having on public attitudes toward law? system of courts? constitution? Is it undermining public confidence and respect for law and order? Is it changing the power structure?

6. How do a board of education and superintendent get unanimity of staff commitment to compliance with the law? What do you do with those who passively resist? What do you do with those who persistently dissent?

7. What is the effect of teacher militancy on the superintendent--on his leadership? on his tenure?

8. How does he effectively and simultaneously deal with quality education equal rights, poverty and ignorance?

9. How does the superintendent organize his entire staff for effective political power?

10. Should school boards become more actively involved in power politics?

11. How can the superintendent use his position more effectively in causing necessary change?

12. How can school leaders persuade the U. S. Office of Education that the major concern of the school is quality education, not racial integration?

13. What will be the effect on the power structure of unrelated and poorly coordinated "blisters" of federal aid to education?

14. Is there significant correlation between the degree of a superintendent's active involvement in power politics and the level of local support of education?

15. What is the expected future of a power sturcture which has either been by-passed or overrun in resolving an issue?

Group Discussion II
Led By
Dr. Curtis Henson
January 26, 1966

The report of this group discussion has been presented below in two sections. The first section deals with statements of ideas by group members and the second section deals with questions raised.

Ideas Expressed:

1. The superintendent must know the power structure and find his proper place in it. The approaches used by the superintendent must vary with the location and situation.

2. The most effective approach to members of any special group may be on a one-to-one basis. After the personal contact, an attempt should be made to establish contact with the group.

3. Superintendents should do everything possible to develop responsible decision making among Negro educational leaders.

4. Negro leadership, although not a part of the larger power structure, can help communicate information to the policy makers and back to the local people.

5. There have been instances where Negro teachers have refused to take jobs when asked to supervise white teachers.

6. The greatest fear in the minds of superintendents is that of creating an artificial situation for or against integration of students or faculties.

Questions Raised:

1. How can a superintendent and his board make the most effective use of the community power structure?

2. What type problems should the superintendent discuss with individual members of the power structure?

3. What is the importance of organizations and special groups in the power structure of the community?

4. To what degree can, and should, a superintendent project himself into the existing power structure without losing his educational orientation?

5. Should pre-planning information be given to leaders in the power structure? If the answer is "yes", how can this be done?

6. How effective are Negro power structures in communities that have been studied?

7. Does the Negro community recognize its own structure in relation to community problems?

Group Discussion III
Led By
Elvin Hill

The discussion centered around the question: How may superintendents identify the power structure in the community and how, after identification can they be influenced to bring about an orderly change for improved school programs?

Mr. O'Gwynn, board member from Selma, gave a description of the organization of the Selma Board of Education. He explained that they had an eleven-member board that is self-perpetuating, appointing its members from recommendations made by a nominating committee composed of board members. The board is made up of professional and semiprofessional members of the community.

The group discussed the power sturcture that exists among both white and Negro groups and concluded that the increased Negro voter registration will bring about a change in the structure. The Negro principal and his relative position in the power structure of the Negro community was discussed. The consensus of the group was that the Negro principal had a most difficult task in filling the role expected of him by the board of education and the superintendent and the role expected by the Negro community.

The group felt that perhaps few Negro principals would be identified in the top section of the power structure in the Negro community but some Negro teachers might.

The group discussed the role of the public school superintendent in the politics of the community and concluded that he probably must ultimately become an astute politician. The group agreed that the term "politician" had had different meanings in the past and can no longer be thought of as something bad or undesirable.

Questions Raised:

1. Where can superintendents obtain help in the identification of the power structure in the community?

2. What is the most effective way to work with the power structure to bring about an orderly change for improved school programs?

3. What is the most effective way of working with the two power structures: the monopolistic power group among the whites and the monopolistic power group among the Negroes? Should we work with them individually or attempt to bring them together—working together for school improvement?

SECOND GENERAL SESSION
January 26, 1966

The second general session was held in the banquet room of the Auburn-Opelika Holiday Inn with Mr. E. E. Gaither, Superintendent of Auburn City Schools, presiding. Mr. Gaither introduced members of the various boards of education represented by the school systems in attendance. At the conclusion of the dinner, Mr. Gaither introduced Dr. Truman Pierce, Dean of the School of Education at Auburn University.

Dean Pierce began his presentation by briefly reviewing some of the earlier studoes of community power structure conducted several years ago under the auspices of the Kellogg Foundation supported Southern States Cooperative Program in Educational Administration. Four significant generalizations from these studies were very briefly outlined: (1) Decisions are made in communities by some "system" which can be identified and studied and which may vary from community to community; (2) In general, the same people are involved in these decision-making systems over a period of time but there is variability in the intensity of involvement by these individuals according to the issues as they concern the individual; (3) In general, the influence of these decision makers stems from certain types of knowledge they possess and their attributes as leaders; (4) There are in each community tolerances within which decisions are made which, if violated, tends to cause the leadership to lose its decision making powers. There are definite limits within which the community leader operates, and he must avoid abusing the limits. It must be remembered, pointed out Dean Pierce, that there are rival forces existing in any community; there are conflicting goals in any community and thus the leaders must possess some sensitivity to the dimensions of congruence within the system.

After generally setting a background for understanding community power system structure, Dean Pierce focused his attention on the present situation in many communities which are in the midst of painful change. He pointed out that equilibrium has been disturbed in communities by certain external forces over which the local school system has no control. These external forces, the Dean pointed out, are focused on values which are deeply rooted in our country. An atmosphere of fear and hostility exists in some communities but we should remember that reactions will vary from community to community. The Dean also pointed out that looking at our history realistically he doubted that there ever was a time when disequilibration did not exist to some degree but that it is merely more intense because of threats to a value system of strong tradition. He stated that we could look at the current situation analytically by recognizing that we are in the process of changing practices that have been in effect for a long period of time and that external forces are perceived as such a threat when a value system is not being changed. Practices can be thought of as expressions of a given situation. The pressures to change beliefs, values, attitudes and practices today stem from judgements that external force is apparently the only effective means open to those responsible for the pressures.

What does all this mean? It simply means that a community must re-define the choices it has in running its own affairs. It means a reduction in the number of choices made in the local community and an increase in the number of choices forced on the community from without. The tempo of change will definitely pick up in the months ahead. The freedom-of-choice plan will come under greater attack because the statistics of desegregation are far from impressive to proponents of desegregation. We can only speculate whether school zoning and redistricting requirements will come under attack.

Desegregation has emerged as a term of negative connotations. It generally means minimum compliance and this will not be acceptable. The cry is now for true integration and this of course brings us into the affective dimension. It appears that faculty desegregation will be required next year. We must seek to understand national policy in this matter. There seems to be a trend to disregard qualifications in order to achieve balance in school faculties or in employment and this gives rise to the notion of compensatory employment or education. Translated, it means that we must hurry up and do something. Doubtless when this is applied to employment, we shall hear more. As a matter of fact, we have just begun to deal with desegregation in our society and the decisions to be made ahead may be even more difficult since they are getting closer to beliefs and attitudes. The role of the administrator will not be at all simplified. It may become a question of just how can the administrator use his role effectively within the tolerances available in the community structure.

There are, as I see it, several guides which might be helpful for administrators in the days ahead. Communication channels should be kept open to avoid parochialism in so far as possible. There has been less difficulty where good communication existed between races. We must keep responsibly informed to the extent of bringing new knowledge to bear on critical affairs. We must help others stay informed by stimulating their thinking and planning ahead for the future. We need to anticipate the future. In 1954, we buried our heads, refused to face reality. Look at what it brought on us! This must not happen again. We can help by setting out the alternatives open to community and the consequences of each alternative. We must examine critically and plan intelligently for we cannot afford to wait and see. Perhaps the finest thing this group can do is to continue to meet as it is now doing and to study together the problems which must be solved.

At the conclusion of Dean Pierce's address, questions were raised from the floor and were answered jointly by Dean Pierce and Dr. Ralph Kimbrough.

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THIRD GENERAL SESSION
Friday Morning
January 27, 1966
Question and Answer Period
Allen Cleveland Presiding

This general session was devoted entirely to questions from the floor directed to Dr. Kimbrough. Below is a brief summary of pertinent questions and Dr. Kimbrough's responses.

Stafford Clark—How can the superintendent and principal use staff members in bringing about change? ---- First of all, assume that there is a power structure in existence. Locate potential and actual power groups such as organized teachers. Keep the channels of communication open to the extent that you can sit down and talk with these groups. Use such groups to help produce the desired change. Power respects power. Therefore, administrators must become influential people.

Stafford Clark—Is the innovator respected in the community? ---- They are not the power people. The power people adapt from the innovator.

Dr. John Lovell--Does the role of the superintendent go further than defining the issues? ---- Yes. He must become a powerful person. We need to use "politics of the possible" in moving the school.

Dr. John Deason--Should this (above question) be done overtly? ---- Not necessarily. Some sorry school districts have good superintendents but good school districts never have sorry superintendents.

Dr. John Lovell--Should the superintendent be a policy maker? ---- Yes. Policy making and administration can't be separated.

Dr. Max Abbott—You talk of the superintendent as a bargainer. We must realize that involves give and take. Do you agree? ---- Yes. The superintendent must give but he must not bargain away his principles. He must be willing to support some projects other than schools.

Dr. Max Abbott—Are the most powerful among superintendents those who innovate? Did Carlson's study in Allegheny County support this idea ---- The problem with his study was that he didn't go to the teacher.

Stafford Clark--Does what you have been saying mean that effective educational leadership is a perilous venture? ---- We must get over the idea that it is a sin to get fired. We need to protect people who get fired.

Dr. Fred Wellman--Does the Negro power structure still work with the lower echelons? ---- Yes. The Negro leadership is splintered.

B. C. Botts—What effect will splintering among the Negroeshave on the state political structure? ---- This is hard to assess at the present. At least for the time being, the Negro vote will probably remain a block vote.

Dr. Jack Geckler—According to what you have been saying, the superintendent must be of exceptionally high calibre. Is this unrealistic? ---- The superintendent must provide political leadership and use his personnel to the best possible advantage. He must be cognizant of the fact that education is a political process.

Stafford Clark--What opposition is persistent, how do you guard the established policy and avoid denying the right to dissent? ---- Dissent must be allowed within the established framework of law and regulations.

E. E. Gaither--Were the plans made in the Clinton, Tennessee, school desegregation communicated to members of the power structure? ---- No. The plans were made in isolation; and, therefore, when outside leadership came in, the situation blew up.

FOURTH GENERAL SESSION

January 27, 1966

The final session was devoted to planning for future sessions. The discussion groups had previously devoted an entire discussion session to exploring different courses of action and alternative courses of action for future sessions. Each group summarized their data which was presented by the respective group recorders. With Dr. John Lovell presiding, each recorder presented summaries of their group discussions. The results of these group discussions indicate the following:

1. The present institute group wishes to continue into a second year as a group with the addition of one additional "team" member bringing the total number of participants up to a maximum at any one time of 80 persons. The second-year institute would be an advanced one by more detailed analysis of contemporary trends and issues.

2. The present institute feels the need for a second institute at the "beginning" level organized similarly to the present one. An effort should be made to involve as wide a representation from other systems as possible. This should include some of the "no" and "never" groups.

3. The present institute feels that explicit provisions be made to include Negro participants but that this should not be mandatory on the part of participating systems.

4. The present institute feels that provisions should be made this year and next year for the utilization of Negro consultants in various fields of expertise such as power structure. The names of Dr. Clements and Dr. Thompson were mentioned as possibilities.

5. The present institute feels the need for additional outside consultants who can really "dig into" the instructional program from a multiplicity of angles.

6. The present institute group feels that an effort should be made to have a representative such as Dr. Dave Seely present at the March meeting to be held on Friday and Saturday, March 18-19, in Birmingham.

APPENDIX E
AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR
EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS
Tutwiler Hotel
Birmingham, Alabama
March 18-19, 1966

First and Second General Sessions

Mr. McBane was introduced by Dr. Barry. He is Professor of Law at Marquette and is formerly of the University of Kentucky.

Mr. McBane stated that his purpose and the purpose of Dr. Barry is to interpret to you, in his opinion, what is necessary under the new guidelines and determine how the United States Office of Education can help.

The guidelines were defined by Mr. McBane as the Commissioner of Educations' interpretation of Titles IV and VI of the Civil Rights Act of 1965, phrased in general terms.
It was stated that form 441-B, compliance form, must be signed by April 15.

Mr. McBane stated that the new guidelines differ from the old ones in only two major points:

1. Faculties must be desegregated.

2. There must be reasonable percentage changes in number of Negro students attending previously all white schools from last year.

QUESTIONS:

1. What about alternatives of submitting 441-B? All money for new programs would be withheld. Possibly all money later.

2. What procedure would be taken if amended plans were submitted and they were not acceptable? A hearing would be held to try and reach a solution. This would be with the U. S. Office of Education. If no solutions were reached, the case would then be turned over to the justice department who would take it into court. A reasonable time to correct deficiences would be allowed. The commissioner can determine the workability of the plan.

3. To what extent will the national value placed on desegregation outweigh the value placed on quality education? The two values can co-exist. One does not preclude the other. Unless there is faculty desegregation there is no desegregation. This is a philosophical question.

4. To what extent will the federal government become involved in hiring of personnel and curriculum determination. Only to the extent of requiring desegregation of faculties. Special personnel who work part time in a given school will not suffice.

5. Have we not trespassed on Civil Rights if we force kids to go to a school where they choose not to go? Freedom-of-choice plans have heretofore been a burden on parents while the burden should be the responsibility of the educators.

6. May parents be counseled? No. This may be unfair in cases but counseling lends itself to pressure.

7. If percentage of transfers during pre-registration fails, what will happen? Obviously the plan isn't working and must be amended. Determine the pressures causing the failure and remove it if possible.

8. How can the proper climate for reasonable progress be created? No standard answers. Hard work is necessary.

9. What is meant by the term "regular teacher"? One who works full time in a school. Desegregation of staff in some self-contained classrooms is necessary.

10. Is the letter going to parents a prescribed letter required by the U. S. Office of Education? Yes. It may be added to but the context is prescribed.

11. Will schools which contain grades not desegregated because of the nature of the plan be required to desegregate faculties? Yes.

12. Were guidelines issued to all systems? Only to Southern and border states where there is de jure segregation. The guidelines were designed, on the basis of experience, to eliminate dual school systems.

13. With whom must systems under court order work? Courts. Court rulings will be brought into compliance.

14. Will we be forced to close poor white schools? This is not a civil rights question. No.

15. Is there reference to transportation? No.

16. In the case of overcrowding what criteria should be used to determine priority? Proximity to the school of those who registered during the pre-registration period.

GENERALIZATIONS:

1. There are no precedents based on the new guidelines so any substantiality must be determined on the basis of reasonable progress toward desegregation.

2. Professional bi-racial committees to determine criteria for judging personnel may offer some satisfactory course of action.

3. The guides were designed to do away with dual school systems. It is reasonable to think that they will not be applied in such a way as to go beyond that purpose.

4. Negro staff members may not be misplaced because of school closing. Reasonable solutions to this problem will be given fair consideration so long as there is consistency.

5. The whole process may strengthen the position of the superintendent and board of education.

6. Zoning is not the ultimate goal of the new guidelines.

Third General Session
Saturday, March 19, 1966

Pertinent points from Dr. Barry's speech:

1. We now have a greater opportunity to do a better job of educating children than ever before.

2. Negroes have dramatized the change in values. We no longer live with the feeling that one race is superior to another.

3. Title IV of the Civil Rights Act should be viewed as a partnership between Federal Government, State Government and the local school district.

4. Consolidation among and within school districts will contribute to school desegregation and hence quality education.

5. Problems of de facto segregation are much greater than the segregation found in the south.

6. Title IV is flexible--Section 404 is the institute's program and 405 is the grant's program. Criteria will be (1) justifiability and (2) innovative nature of the program.

7. There may possibly be established at Auburn a center to assist school districts in dealing with problems occasioned by desegregation.

QUESTIONS:

1. How do we change teacher attitudes? Non-graded philosophy may offer one approach.

2. What kind of help is available from the U. S. Office of Education? Any kind that can be justified. Some school systems may serve as models for others.

3. How do we identify empathy? Interviews may provide some insight. Sensitivity training may also be one approach. People must be placed in situations where they get to know poeple other than those like themselves. We must also change the concept that I.Q. is fixed. We now feel that it can be changed significantly. We must develop empathy rather than expecting to find it.

Discussion Groups
Saturday Morning

Group discussions were held following the Saturday morning general session. From the proceedings of the two groups, the following ideas and generalizations were established or clarified:

1. The letters issued to superintendents with the new guidelines are prescribed letters and must be sent by mail to all parents in the school district.

2. Cost of mailing prescribed letters must be a local expense and cannot be paid from federal funds.

3. There are no conflicting points in the Civil Rights Act, in the guidelines, or between the two documents. In the opinion of Mr. McBane all points will stand up in the courts.

4. The guidelines are simply an interpretation of Titles IV and VI of the Civil Rights Act.

5. It is conceivable that some individual schools may not have desegregated faculties but there must be definite progress within a school system toward elimination of dual programs of education.

6. School systems which are presently under court order remain so even though they may go beyond the conditions required by the order.

7. Signing of Form 441-B indicates that a school system has amended the desegregation plan to comply with the new guidelines. It is not a blank check. If other conditions were prescribed by the U. S. Office of Education the school system should contact the appropriate officials to state that they could not comply if such conditions were unacceptable.

8. The federal officials do not want to go to court. Voluntary compliance is by far the most desirable approach and every effort will be made to negotiate a satisfactory solution to any problem which might arise.

9. It is now the responsibility of the superintendent and board of education to actively inform poeple of the legal requirements concerning school desegregation. If a desegregation plan is unsuccessful, the superintendent and board of education must produce one which will be successful. Non-discrimination will be required.

10. Title IV is the vehicle for the emplementation of Title VI. Without Title IV, Title VI would be relatively useless.

11. Wise use of technical assistance consultants can greatly facilitate proper school desegregation.

12. Programs designed to work with parents may be worthy of federal financial support under Title IV.

13. In planning Title IV programs, it is advisable to employ the assistance of some college or university to aid in the planning and coordination of the program.

APPENDIX F

AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS

Holiday Inn Motel
Auburn, Alabama
April 5-6, 1966

First General Session

The first general session began at 1:30 p.m. with Dr. Max G. Abbott presiding. Speaker for the meeting was Dr. Charles Gomillion, Professor of Sociology at Tuskegee Institute. The topic for Dr. Gomillion's address was "The Negro as a Factor in the Democratization of the South."

The speaker pointed out that the nature of civic democracy is such that all people, regardless of race or national origin, must have equality of opportunity in regard to economics, education, and social status. This equality is most likely to be achieved if legal and political democracy exists. It was suggested that the legal, political, educational, economic, and social status of the Negro in the South has been and remains lower than that of the white person. This has been demonstrated by undemocratic citizenship, irrational myths, racial prejudice, discrimination, and economic and vocational inequality. In all of these areas the civic opportunity of the Negro has been limited. At the present, the Negro is faced with civic problems which by nature are political, legal, educational, economic, and social. Due to these problems, the Negro has assumed a position of inferiority.

The Negro has reacted to the minority position which he occupies in both personal and social respects. The personal reactions have been acceptance and resignation, avoidance or escape attempts, frustration and aggression, accepting reality, and attempting to change. The social or group reactions have been consolation in religious practices, group improvement, legal action, economic cooperation, and block voting.

The Negro now has a responsible civic goal. This has been demonstrated by certain militancy. The causes for such militancy has been a desire for cultural contacts, increased participation in education, and a changed self-concept. The Negro has also begun to think differently. He now thinks that he is an American citizen, that the United States originated as democratic and remains so, that the Negro has not participated fairly in the democracy, that government and white people are responsible, that whites have benefited from the Negro status and that the government should now rectify the wrongs. As a result the Negro now wants equality of opportunity in all activities and certain compensatory educational and health services.

Dr. Gomillion stated that the role of government in democratization is to set the proper civic climate, declare civil rights, and to safeguard civil rights. In so doing government must act as a referee and as a servant. It was stated that the Negro, on the other hand, has a civic responsibility. The white Southerner has a responsibility to recognize the worth of the Negro, recognize that he has been denied his rights, and to take certain compensatory steps to correct the wrongs.

The Negro as an American affects the status of the consumer and producers of American society. In closing, Dr. Gomillion stated that "equality provides for differentiation."

Interrogation Panel
Tuesday Afternoon

Mr. Ruben Porch	Mr. N. C. Wilbanks
Mr. Elvin Hill	Mr. Ewell Bassett

Dr. Max Abbott served as moderator for the panel and began the session by praising school administrators in Alabama and Georgia for their eagerness to define issues concerning school desegregation and to reach objective solutions to the problems. Each panel member was asked to pose a question to Dr. Gommillion who in turn presented his reaction. The following questions were raised.

Mr. Porch:

Do you feel that civil rights legislation already passed is adequate to correct the inequalities you have outlined? —— Present legislation alone is not adequate to create the kind of society in which every individual can develop to his full capability. Legislation has removed some of the barriers which have denied some individuals participation in certain phases of society. Education must supplement legislation in order for each individual to function as a member of society.

Will compensatory education for deprived groups be easy to discontinue once it has achieved its purpose? —— Qualified Negro people cannot be found to fill certain positions now open to them. They should be given the best jobs for which they can be qualified through compensatory programs. Short-term compensatory educational programs can serve as an ounce of prevention. Negroes can be exposed to adequate "models."

Mr. Hill:

The Civil Rights Act was passed for one group. We have many deprived white people. Do you see any danger in the future as a result of this law? —— The Civil Rights Act was passed because the normal procedures intended in earlier legislation were not functioning. Legislation was passed for the disadvantaged. It is not just for the Negro. Fairness to Negroes will result in fairness to all others.

Mr. Wilbanks:

Why can't you and other educators like you take the ball and provide the leadership instead of allowing other leadership to mislead the Negro? —— We can no more stop some events initiated by Negroes than you can stop the activities of the White Citizens Council or Ku Klux Klan. Negroes have been unable to get a hearing without demonstrations. I do not like marches, but I am opposed only if assured that Negroes have some alternative method of expressing his desires.

Mr. Porch:

Our greatest responsibility is to build citizenship. We must counteract demonstrations by teaching citizenship. In our Negro high school children are constantly told to "be somebody." They are told that if they prepare themselves a good job is waiting for them.

Mr. Bassett:

What is the most effective course of action for a board member who recognizes his responsibility to create a climate for equality but who also has a responsibility to teachers and children who don't agree? —— Boards of education, like other bodies, must work to dissolve conflicts. Their actions must be based on principles. One of these is the long-term consequences. Another is how to provide the greatest good for the greatest number of people. The board must determine the solutions to this problem and in doing so must be moderate.

Dr. Abbott:

An article published about fifteen years ago by a sociologist set forth the thesis that the oppressed, once freed, become oppressors. To what extent do you agree and what are the implications of such a thesis? ---- There is adequate documentation to support this thesis. History shows that this tendency does exist. We have proved in Macon County that it does not have to come about. Although we can elect an all-Negro government we have chosen not to do so. Both groups should be represented. We hope that this action will prove to other counties that both groups can be represented.

Evening Session

The evening session was presided over by Dr. B. B. Nelson. This session was devoted to questions from the floor which were addressed to Dr. Gomillion. Following is a brief summary of questions and answers.

1. Have you been handicapped in Macon County in getting state funds? ---- We have received less state money because of the small number of students in the public schools.

2. Do you foresee any trouble in the future from imposed percentages or ratios which must govern desegregation? ---- I have been opposed to ratios as a guide. Decisions should be made on the basis of how we can work most effectively with each other.

3. As our better students go from Negro schools to previously all white schools, what can we as Negro teachers and principals expect? ---- Our job will become more difficult. However, the student has a right to go where he can get the best education. This student who transfers may also be an inspiration to other Negroes. We must take what we have and do the best that we can with it.

4. Desegregation plans have not worked in many cases. Why has this been true? ---- The novelty has warn off. Desegregation may not be wholesome for all students. It may be traumatic for some. The competition is keener in the desegregated school for the Negro student. They will eventually realize the social consequences.

5. According to the 1954 court decision segregation is unequal. Some coercion may be necessary to desegregate. What are the implications? ---- I would not coerce students in order to desegregate. Our experience has suggested that some federal officials are reasonable.

6. What will be the situation five years from now? ---- Eventually, the laws won't be needed. If we get good leadership (governor on down) we will get followership that will allow progress. We must use the concept of "working" for something as opposed to "fighting" for something. If we get the right kind of leadership at all levels, we will be proud of our community in five years.

7. When the legal barriers are all down, will there be great or moderate changes in our schools? ---- They will probably be moderate.

8. Have both groups (white and Negro) accepted desegregation enough to make it work? ---- We must try to win as much support as we can for this mandate that has been handed down. We must accept it as a penalty to rectify the injustice. Negroes must be compassionate as well as competent and courageous. If we have compassion on one hand and social responsibility on the other, we will solve our problems.

9. What can we do to bring about integration as opposed to desegregation? ---- Desegregation must come first. We must attempt to provide for free interaction on the basis of merit. Setting good examples will facilitate integration.

10. In the eyes of the Negro, is there distrust of the white? If so, will it continue? ---- Yes. Many times the mistrust results from unpleasant experience. We must try to understand the causes of the mistrust.

General Session
Wednesday Morning

The Wednesday general session began at 8:00 a.m. with Dr. Truman Pierce presiding. Dr. Pierce reported briefly on his recent visit with Commissioner of Education Howe and other educators. He emphasized the fact that a set of forces with differing motivations is a work to shape educational policy making.

The major portion of the session was devoted to a panel presentation by Joseph Pickard, Allen Cleveland, V. M. Burkett, and Rube Courington concerning progress made in the desegregation process. Following is a summary of comments by panel members and questions that followed.

Joseph Pickard

The Selma school board has maintained close contact with the U. S. Office of Education and has maintained a positive attitude of compliance with the law of the land. Twenty-one Negroes are enrolled in previously all-white schools in Selma. At the present time, the board is taking the necessary steps to comply with the new guidelines. A close working relationship exists between faculty and administration in Selma due to the fact that special effort has been made to keep faculties properly informed as to the progress toward desegregation.

Allen Cleveland

We have established an advisory board consisting of representatives from the faculties, the administration, and the board of education. This committee will make recommendations concerning how we can fashion our compliance on the basis of sound educational principles.

V. M. Burkett

The Huntsville city schools were placed under court order in 1964. Our desegregation plan at that time called for desegregation of grades 1, 10, 11, and 12. Two additional grades were to be desegregated each year working toward the middle. Desegregation was to have been completed by 1969. Presently, there are 75 Negroes in previously all-white Huntsville schools.

The board has decided to phase out one Negro high school beginning next year. The Negro community has asked that it be closed all at one time. Two other Negro schools will be closed eventually. Students from these schools will go into what have been all-white schools.

Teachers have been allowed to ask for transfers to other faculties. The board will act on such requests as they see fit. The present Negro school population is only 8 percent of the total school population. The Head-Start faculty will be desegregated this summer as a beginning to faculty desegregation. We will work toward the elemination of the dual school system

Rube Courington

Fifteen percent of the school population in Russellville is Negro. About 13 percent of the Negro school population transferred to previously all-white schools this year. Our chief concern is how we can best maintain quality education for all students.

Considerable effort has been exerted to work with the community in preparing for desegregation. We have been somewhat concerned that erroneous information has reached the newspaper. This may have helped due to the fact that it prepared us for the worst.

Our attitude in working with both faculty and community has been that we fully intend to abide by the law. We plan to sign 441-B and write in our plans as qualification. We have submitted a proposal for an in-service program to be financed under Title IV of the Civil Rights Act. A large increase in transfer requests is expected next year.

The major portion of the question and answer period following the panel was centered around the possibility of alternatives to signing 441-B. Some members of the group felt that the compliance form must be signed as it is or not at all. Others felt that it could be qualified by a statement in the comment section. It was suggested by some participants that qualifications might be considered while others felt they would not. It was also pointed out that any interpretation of a law is open to question until it has been ruled upon by the courts. Participants felt that extension of time to comply is unlikely.

Dr. Pierce closed the meeting by suggesting that a long-range plan would have allowed us to work out our problems more thoughtfully. He also stressed the fact that we have a responsibility to demonstrate our desire to abide by the law.

Discussion Groups
Wednesday Morning

Small group discussions were held from 10:30 - 12:00. Discussion groups were lead by Art Dennis, Jack Geckler, and John Deason. Group summaries were presented at the 1:00 general session. Below is a summary of the key issues which were discussed in all groups.

1. What is the most desirable way to handle signing of the compliance form? It was felt by the majority of articipants that their systems would elect to sign the compliance form. Some systems will add qualifying statements while others will not. It was suggested that the amendment to the existing desegregation plan will in itself take care of qualification to compliance.

2. What are desirable methods of desegregating faculties? Various team teaching arrangements were suggested by several participants. Some systems will desegregate their faculties by placing Negro teachers in white elective programs or by placing white teachers in Negro elective programs. Still other systems will implement faculty desegregation in the special areas such as library, guidance, music, or physical education. One system represented in the institute has employed a Negro assistant superintendent to begin work this summer. Several school systems will operate on the freedom-of-choice principle and allow teachers to request transfers to other schools. Many systems are presently using preference forms for teachers to ask for assignments to a particular school.

   It was the feeling of the group that reasonable plans for faculty desegregation will be considered and probably will be accepted.

3. How can integration of Negro students into the various school activities best be achieved? It was suggested that our responsibility is to provide

the legal structure which will in turn allow an acceptable solution to evolve. It was also suggested that activities can be held which will allow Negro students to excel. This will improve the Negro image and white students are likely to be more accepting.

4. What are the possibilities of local trustees interfering with faculty desegregation in a school? Title 52, Section 140 of the Alabama Code clearly states the authority of local trustees in a county system in regard to accepting teachers assigned to that school. Following is the Section 140 as it is stated in the School Code:

   > "In the event a teacher, not already employed in a school, is assigned to such school, the county superintendent of education shall give to the trustees of said school notice in writing of such assignment and the trustees of said school, within ten days from the receipt of the superintendent's notice of assignment, may by unanimous consent refuse to accept the assignment of such teacher to their school upon written notification to the county superintendent of education setting out the reason for such refusal; and it is hereby made the duty of the county superintendent of education to assign another teacher to such school."

   It would appear that the Civil Rights Act of 1964 would prevent the application of this section on the basis of race.

5. How can we best work with faculties in the preparation for faculty desegregation? Title IV of the Civil Rights Act offers some opportunity to provide in-service programs which can aid the total process of desegregation.

APPENDIX G
AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS

Thach Hall
Auburn, Alabama
May 4-5, 1966

The opening session of the institute was presided over by Mr. Henry Greer, Troy City Schools. After brief opening remarks, Mr. Greer introduced the speaker for the session, Dr. William L. Pharis, who spoke on "Decision Making."

Dr. Pharis began by saying that there are never "right" or "wrong" answers to existing problems except in the context of the problem itself. The world is seen differently by different persons and our decision making is limited only by the things which we impose on ourselves.

The five step decision-making process was discussed by Dr. Pharis who utilized the pamphlet attached to this summary (see appendix) to illustrate how these steps might be applied. The five steps discussed are as follows:

1. Identify the problem - define the real underlying.
2. Identify alternative actions - explore all the possibilities.
3. Anticipate the outcomes of each alternative - unless we determine all the possible outcomes, we are not very likely to pick an acceptable alternative.
4. Decide upon a solution - whatever can go wrong is likely to do so. Beware of solutions to which there are no exceptions. Don't pin yourself to the wall with inflexibility.
5. Evaluate the solution - we must use many criteria in the evaluation.

The major portion of the presentation was devoted to working through the hand-out distributed (see appendix) by applying these five steps to a problem situation.

Reaction Panel: Mr. Jim Lovvorn Dr. Lu Verne Irvine
Mr. Joel Brewer Mr. Walter Riddle

Mr. Lovvorn:
How involved in this decision-making process should people on my staff become?--A leader has a responsibility to lead. He must be able to assess what issues are worthy of faculty involvement. A leader should depend on the expertise of his staff to help make some decisions.

Mr. Brewer:
We make both short-range and long-range decisions in the operation of schools. Which should require faculty involvement?--There are many kinds of decisions. First recognize that you are not God. Then apply our decision-making steps to the problem of deciding who should be involved in what kinds of decisions.

Dr. Irvine:
In this decision-making process we have implied a value relationship. You suggested that how we view a problem depends on our background. How do we overcome this limiting factor?--I have conveyed to you some of my values. I don't know how to define the process of changing values. There is a wide variation between people. There are also some common values. The most common value is common man. Education itself is an example of trying to make men alike.

Mr. Riddle:
In trying to identify a problem or an alternative solution, is there a possibility that our definitions or choices will be preconceived? How can we be objective?

We may never be completely objective. We may work at this by asking the following questions:

1. Is there a problem?
2. What kind of problem is it?
3. Are other problems connected?
4. Is this a question on which I can or should take the action?
5. Am I willing to take the responsibility?
6. What values are involved?
7. What will be accomplished?
8. Are all the facts at hand and properly verified?
9. Is the environment ready for the decision?
10. Have I weighed all the alternatives?
11. Which alternative is most acceptable?

Dr. Irvine:
At what point do we need to feel some committment to the decision? When must we stop changing our decision?—There should be something that I am willing to die for. This depends on what we really believe. If we are convinced the decision is the most acceptable, then we should remain committed.

Evening General Session
Wednesday, May 4, 1966

The follow-up discussion of Dr. Pharis' presentation centered around the following questions:

1. How do you get the conformist to aid in positive leadership in solving controversial problems? How do you minimize the influence of such people?—Try to isolate him to the point that you nullify his influence.
2. Is the involvement of people in decision making educative in nature?—Studies show that you don't get any "better" decisions by involving people. If the only important thing is the end result, it makes no difference.
3. Is the group maintenance improved when people contribute to decisions?—If you add anything, such as group maintenance, you have more involved than the end product.
4. What am I to do now concerning the new guidelines for school desegregation? The governor of the state has said we should not comply.—You must back off and really analyze the problem that exists. How much power does the governor really have?
5. There seems to be little doubt about the position of this group. How do we work with our communities who, only yesterday, overwhelmingly nominated a candidate who strongly opposes compliance to desegregation guidelines?—How much were you defeated? To what extent was this a defeat of professiona educators? Did you really lose? How much are we reading into what happened yesterday?
6. If we try to analyze the Alabama situation as you have suggested, might we be selecting alternatives that will not fulfill our major responsibility of improving instruction? What we want and what Wallace wants are not necessarily at odds.
7. We have no choice about desegregation. We must comply with guidelines voluntarily or under court order. What is best for the youngsters?—We must determine how we will be in politics, not if we will be in politics.
8. Can we assume that the situation regarding school desegregation remains constant?—You are not playing the same game today that you were playing yesterday. You must assess the situation daily.

General Session
Thursday, May 5, 1966

The session opened with Allen Thornton presiding. After a few brief remarks, the speaker for the session, Dr. Max G. Abbott, Auburn University, was introduced.

Dr. Abbott stated that the purpose of his presentation was to follow up the presentation by Dr. Pharris and to apply his ideas to the current situation in Alabama and Georgia.

Decision making must be viewed as the central process in administration and is inseperable from conflict. Conflict was defined as any situation in which there is a decision problem. Decision making in a conflict situation might be expressed by the following relationship:

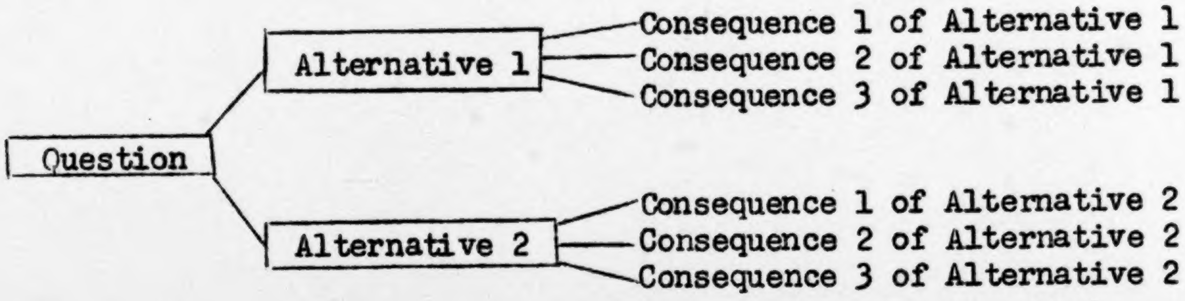
$$\text{Solution} = f\left(\frac{\text{Benefits}}{\text{Costs}}\right)$$

The acceptable solution to a conflict situation is a function of the relationship between the costs and the benefits. The objective must be to get the best ratio of costs to benefits. If we can't find a "best" answer we must select a satisfactory one.

All conflict might be classified as either intrapersonal, interpersonal or inter-group. Our problem concerning school desegregation involves all three types of conflict.

Four types of decisions were discussed. The first type is decisions involving goals and objectives. Once these decisions are determined, administrators become involved in decisions concerning procedures and evaluation. A third type of decision involves decisions concerning the application of policies. A fourth type of decision is the ad hoc decision which is made on the merits of a current situation alone. The more highly emotionally loaded a question is, the more likely the rumor mill is to make policy from ad hoc decisions.

The following model for the decision-making process was presented by Dr. Abbott.


Question
Alternative 1
Consequence 1 of Alternative 1
Consequence 2 of Alternative 1
Consequence 3 of Alternative 1
Alternative 2
Consequence 1 of Alternative 2
Consequence 2 of Alternative 2
Consequence 3 of Alternative 2

The job of the administrator is to identify the problem in its basic form, examine the alternative actions and anticipate the possible consequences. An acceptable course of action must be chosen which is likely to lead to an acceptable solution.

The problem of solving the school desegregation could not have been solved before the 1964 Civil Rights Act. The problem then became one of abiding by the law. We must distinguish the difference between a problem and a dilemma. A problem can be solved within its frame of reference while a dilemma cannot be solved just on its presentation.

In closing Dr. Abbott said that we are dealing with the most difficult kind of problem. With every great problem comes great opportunities.

Question and Discussion Period:

The discussion following Dr. Abbott's presentation revolved around the following basic questions.

1. One alternative to signing 441-B is to qualify it and sign. Do you see this as an acceptable alternative?--If you qualify it, you are calling attention to weaknesses. This creates a new problem.
2. Is there a simple "best" way to handle the signing of Form 441-B?—There is no single decision acceptable to all of you. Your problems are defined differently and, therefore, your situations demand different kinds of solutions.
3. If one way is best and you face the problem a different way, will the results be the same?—No. The outcomes will be different.
4. How many school systems will be able to show a substantial increase in desegregation next year?—The indications were that there will be a considerable increase in practically all school systems.
5. What is considered a substantial increase to the U. S. Office of Education?—The two clues to this question are an increase in student desegregation and a beginning in faculty desegregation.
6. Have the problems of desegregation remained the same or have they changed?--They have changed to some extent. Community forces may have changed in some localities to the extent that school people cannot keep the initiative.
7. Will it be acceptable to put white teachers in Negro schools and not put Negro teachers in previously all-white schools (this could lead to a situation in which Negro teachers would be misplaced)?—The answer to such a question appears to be unclear at this point.

Final Session
Wednesday, May 5, 1966

Dr. Max Abbott presided at the final session and presented a brief summary of the reports from the two morning discussion groups. The dates of July 20-24 were re-affirmed by the group. A synthesis of the group suggestions, as indicated in the previous summaries, suggests the following possible areas for consideration at the July meeting:

1. Consideration of top resource people in the area of curriculum to cover such topics as team teaching, non-graded instructional programs, developing adequate programs for the culturally disadvantaged, evaluation of instructional media and reading. The following resource persons were suggested: Dr. Jack Frymier, Dr. Robert Anderson, Dr. Willard Goslin, Dr. Gary Spencer, Dr. Marvin Dawson.
2. Consideration of political involvement by inviting the Governor, the State Superintendent, and possibly their opponents in the general election to work toward establishment of a "good" working relationship.
3. Consideration of having a legal expert present an analysis of recent court decisions and their implications for future courses of action.
4. Consideration of using personnel from systems out of state who have successfully worked through the problems of staff desegregation. Among those mentioned were the systems of Chattanooga, Tennessee, Richmond, Virginia, Charlottesville, Virginia, and Little Rock, Arkansas.
5. Consideration of possible development of an institute program for instructional supervisory personnel.

Dr. Abbott asked for questions from the floor. Questions were raised only concerning the status of the Regional Laboratory Grant. Dr. Robert Saunders pointed out that an initial planning grant had been made and plans were under way. Also mentioned was the summer institute for research directors working with federal programs. Dr. Abbott concluded his remarks by announcing the possible approval of the continuation of this institute with the addition of a new one to include more systems. The meeting adjourned.

Group Summaries

Auditorium Group

Cecil McNair, who was discussion leader, opened by reviewing the progress that had been made in his area. It was pointed out that a very vocal minority does a lot of talking but that this group is really not a part of the power structure. The community is ahead of the schools. It is felt that as a result of desegregation, the real issue is that of concentrated effort on teaching. This real "scare" is desegregation of staffs. Progress has been made in this direction by the projected implementation of cross-visitation among teaching staffs this fall.

The group specifically suggested the following for the July 20-24 meeting:

1. Speakers with expertise in programs in operation for the culturally deprived.
2. Remedial reading with someone such as Dr. Spencer.
3. Team teaching with someone such as Dr. Anderson
4. A keynote address by someone such as Willard Goslin or Jack Frymier.
5. A symposium by those who have signed the blue acceptance forms.
6. An evaluation of strengths and weaknesses and results obtained from "gadgets" in instruction.
7. Permit visitation of others from Negro and white communities by bus for some of the sessions.

Seminar Room Group

The group session was opened by Mr. K. T. Wilson who initiated the structure along the lines suggested by Dr. Lovell last evening - to discuss possibilities for the program scheduled in July.

The discussion included the areas of cooperation with political figures, better utilization of State Department personnel, ways and means of implementing faculty desegregation, consequences of forthcoming court decisions and problems associated with instructional improvement and/or modification.

It was generally conceded by the group that the following areas would be very appropriate for discussion in July:

1. Political Involvement - The group felt that it might be wise to invite the Governor, the State Superintendent, and possibly their oponnents in the general election to work toward establishment of a "good" working relationship.
2. Curriculum and Instruction - The group felt that much more expertise and discussion was needed in the areas of overall instructional improvement and especially a close look at the consequences of team teaching and ungraded concepts.

3. Legal - The group felt that it would be of value to have a legal expert present an analysis of recent court decisions and their possible implications for future courses of action.

4. Staffing - The group felt that further exploration as to ways of achieving staff desegregation was definitely needed.
5. The group felt that in order to hold up "standards" along with increased desegregation (parents arguing that standards would go to "pot"), perhaps the notion could be entertained of submitting a proposal for an institute similar to this one for supervisors to develop appropriate concepts in instructional improvement.

DECISION MAKING IN EDUCATIONAL ADMINISTRATION

Prepared for The Institute for
Superintendents, Board Members and
Other Educational Leaders

Auburn University
May 4-5, 1966

by

William L. Pharis

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Task # 1

I WOULD

_____insist to the business manager that she be continued in her present position until her automatic retirement at age 65.

_____regretfully recommend to the Board of Education that Mrs. Harmon's employment be terminated.

_____try to persuade Mrs. Harmon to resign her position with the school system and offer to help her find some other employment.

_____ask the business manager to give her another trial at her former post.

_____ask Mrs. Harmon if she can think of another position in the school system in which she might be better satisfied.

_____some other action? Describe it briefly:

Task # 2

CITY OF ALLGREEN
Allgreen, Alabama

Office of the Mayor

May 4, 1966

Mr. Jefferson Delvin
Superintendent of Schools
Allgreen Public Schools
Allgreen, Alabama

Dear Jeff:

When I was running for mayor and asked for your support in my campaign, we agreed that a separation between this office and yours would be to the mutual advantage of both municipal government and the Allgreen schools. Since becoming mayor I have respected that agreement because I value the promise, understand the reason for the agreement and admire the manner in which you and the Board of Education are operating our schools.

I say all this so that you will fully recognize the hesitation I feel in bringing a matter to your attention which involves one of your teachers. Yesterday's Allgreen Herald carried a letter to the editor written by Mr. James Jordan, a teacher at Allgreen High School. I felt that this was a shameful attempt at disparaging our attempts to solve our racial problems. Just when we seem to be about to begin making some progress we get this gratuitous slap in the face from--of all people--a school teacher. I hate to think of a man with those views teaching our children.

Would you point out to Mr. Jordan how a letter like this from a man in his position undermines our hard won progress and try to discourage him from any more public prouncements of this sort? I would appreciate it if you would follow this up and let me know how you make out.

I look forward to seeing you at Rotary next Tuesday.

Sincerely yours,

E. Jackson Powers
Mayor

Task # 3

ALLGREEN PUBLIC SCHOOLS
Allgreen, Alabama

Office of Superintendent Jefferson Delvin

May 4, 1966

To the principals:

According to an unwritten policy of long standing, teachers of the primary grades are expected to stay at school and work in their buildings until the regular leaving time of four o'clock. In the past, principals in some buildings have—far too often, I believe—allowed primary teachers to leave early to take care of personal business.

Last Thursday two primary teachers were involved in a minor automobile accident shortly after three o'clock. This accident occurred about six miles from the building where these teachers work, and they had already completed their shopping at the grocery store when the accident happened.

Although primary classes are dismissed at half past two o'clock, primary teachers should observe the same work day as other teachers. To allow special privileges to any group is destructive of the morale of all employees as well as very bad practice from a public relations standpoint. Please be diligent in this regard.

Task # 4

ALLGREEN PUBLIC SCHOOLS

STANDARD MEMO FORM

Date 5-4-66

To Dept. of Principal Bigson Attn: ____

From: Muriel Simpson Dept. 2nd grade

Subject: Notice from Superintendent Jordan

☐ Your Information
☐ Suggested Reply
☐ Appropriate Action
☑ Your Recommendation
☐ Please Return
☐ Your Files
☐ Direct Reply
☐ Carbon Copy for our files

Message:

Mrs. Bigson, I hate to ask this, but I had made a beauty parlor appointment tomorrow at 2:45 before Superintendent Jordan's notice came. My husband is being installed as President of the Junior Chamber of Commerce and it is quite an occasion for us. I agree with the notice about leaving early but I have never left early before and would have made other plans if the notice had come sooner. Now it's too late. May I be excused?

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Task # 5

1234 First Street
Allgreen, Alabama
May 4, 1966

Mr. Samuel Bigson, Principal
Magnolia Lane School
Allgreen, Alabama

Dear Mr. Bigson:

I should like to confer with you about my son Jim's work on Friday, at your convenience. In order to use our conference time more profitably, I am sending you this long and bitter letter today.

I feel that Jim's years in school have not been wasted effort; they have been much worse. I feel no provision for my child as an individual was made. Whoever began the ungraded school intended this, I'm sure, to provide for the individual differences in children. Judging by the way Jim was taught, this meant that if a child does not respond to the one method of teaching, he should be given more time to absorb *this one method*. In other words, when *a* child does not fit the mold, separate him from the others items and chip, beat, and pound until he fits.

It simply isn't true that there is only one perfect way to teach all children. I feel my son is a victim of the latest fad in teaching reading---the phonetic method. It may be the best way for the most, but I am certain it is neither the best or the easiest for all.

I don't blame the school entirely for what I believe is a poor analysis of Jim's capabilities and the misdirection resulting from it. Perhaps I should have been more emphatic and convinced someone.

Jim began drawing interesting and accurate pictures by the age of three. We have been aware that he is unusually aware of what he sees. He includes great detail as well as getting the over-all impression on paper. I'll bring several pictures that illustrate this point.

I believe that when a teacher finds a child who is so visually aware, she must at least consider that the easiest way for this child to learn is by word recognition and not phonetically. To learn by any other method may be harder, more frustrating, and is simply not utilizing this child's abilities. Jim's kindergarten teacher indicated her awareness of Jim's talent for drawing, and I'm sure this is indicated in his records. The fact that this knowledge was available and unused makes me feel that my individual child was not provided for.

Not only do I feel that the school started wrong with Jim, I feel they compounded mistakes ever since. He has been taken into a special class and phonicked some more. We have a situation that is laughable were it not so sad.....a visually aware child who believes he can spell by sounding out words. If he wants to spell the first vowel in *were*, all he has to do is choose between -ou as in would, -u as in fur, -i as in sir, -oo as in wood, or -e as in were. When a child has been brainwashed for several years to believe he can sound out English, it is difficult to even get him to *look* at words.

If I could erase everything Jim has had impressed upon him in reading and start all over with a clean fresh mind, I would not hesitate to do so.

Is it too late to call "foul"? Something must be done since Jim is rapidly losing all confidence and self-esteem. I feel he will forever shun any kind of intellectual activity in the future if he is not made to feel of some value to himself and everyone else.

Task # 5

Since you are a parent, you realize the effect of special classes for a child. It must be proved to me that these in-school classes do more good than harm.

Since Jim is obviously behind, could he accomplish more by practice under someone unrelated with school, in a different climate or atmosphere?

Parents expect educators to have special insight and knowledge and that, using these to set their children on the right track, arriving at an efficient and successful destination. I feel Jim was put on the wrong track and must be allowed to "get off". I hope you will de-emphasize phonics and stress word recognition with Jim.

I am sorry you must read this unhappy letter. My only hope is that we can find some ways to help Jim. If Friday is not convenient for you, my telephone number is 123-4567.

Respectfully,
Mrs. A.W. Jones

Task # 6

Money had been missing from the children's desks in Magnolia Lane School, Room 300. One child had brought a collection of miniature cars from England to use in the hobby show. Two of them were missing. Just this morning Miss Hall noted that the new pen-light Mary had brought for a science experiment was missing. What was happening to the missing articles!

Miss Hall had visited with the principal, Mr. Bigson about the disappearance of several missing items. She had never seen any of the articles taken, yet she had recalled that their disappearance seemed to date back to Miguel's transfer to her room from another school. However, Miguel nor any other child had produced the missing items when Miss Hall asked for their assistance.

Miss Hall went to Mr. Bigson again. They discussed the problem.

"Do you leave your room at any time, Miss Hall, when a child might be left alone?"

"The only time I recall would be at recess period. You see, Miguel goes to remedial reading at 10:20 a.m. I often take the children to recess at 10:30 a.m. When Miguel finishes his reading, he joins us on the playground. I have never noticed any of the missing items in his possession, however."

"Miss Hall, I too have been observing your students but haven't been able to come upon any irregularities. Suppose we carry out the following procedure."—

Miss Hall went to her room feeling that surely the plan would relieve her of this problem. It seemed a good plan—a little odd, perhaps, but any plan that would solve the problem seemed a relief to her.

At 10:20, Miguel took his reading materials and left for Room 306. At 10:30, Miss Hall confidently led her group of fourth grade children to the playground—certain that Mr. Bigson's plans would be carried out.

At 10:35, Mr. Bigson entered Room 300—looked about for the perfect spot. Yes, he could go in the supply closet to hide, but he might not be able to observe the entire room from there. He must have his plan work. He must be so concealed that no one could observe him. He would have one thing to "chalk up" to his credit as principal. He would be able to say, "Here you are, Miss Hall, here is the person for whom you are searching."

The teacher's desk loomed up before him. Why not! The perfect spot! With this decision, Mr. Bigson crawled under the desk. He could view the entire room—what a vantage point! Snuggled securely in his lair, Mr. Bigson waited.———

"I'm sorry to have disturbed your recess plans, Miss Hall, but these gentlemen from our University are interested in visiting with you concerning some research they are doing. I felt it only proper that I, as the Superintendent of Allgreen schools, should accompany them. Now, gentlemen, be seated and I am sure Miss Hall will cooperate in answering your questions while the P.E. teacher is caring for her students."

Task # 6

Miss Hall stood dumbfounded.

Mr. Bigson--legs cramped--prayed for the floor to open up at the given spot and devour him.

What could they do!?

APPENDIX H
AUBURN UNIVERSITY
SPECIAL TRAINING INSTITUTE FOR EDUCATIONAL LEADERS AND SCHOOL BOARD MEMBERS
Holiday Inn Motel
Auburn, Alabama
July 20-24, 1966

An abbreviated summary of the five-day institute meeting has been organized in such a way that for each day there is a summary of the major address and a summary of the interrogation panel. Questions presented by the interrogaters are those which were formulated in small group discussions.

FIRST GENERAL SESSION
July 20

The major causes for a lack of change were identified by the speaker. First of all, we lack new ideas and secondly, we lack adequate personnel to implement those ideas we do have. These problems are complicated by the fact that we have assumed that our present educational program may be equally good for all kinds of students. It was pointed out that there is a range of four years in mental age when a group of children enter the first grade. By the time this group reaches the seventh grade the range has increased to eight years. The spread in mental age is accompanied by a corresponding spread in achievement. There may also be a spread of eight years in achievement levels for different learning areas in one individual. It has been illustrated in the research that thirty per cent of ninth grade students scored higher than the average of twelfth grade students on general subjects' achievement. The speaker illustrated very clearly that a wide range of abilities and motivations exist in the public schools.

Live categories of change were identified by Dr. Alexander. Each category follows with a brief statement of summary.

1. Regrouping of Students: This has been the most common change in recent years. Both vertical grouping and horizontal grouping have been studied. In our efforts to regroup we have emphasized the talented, the slow learner, the handicapped, the drop-out, and the socially maladjusted. Little attention has been given to the average student. In our experimentation with grouping we have always found that better teachers, smaller classes, and better programs are essential to improved learning. The major weakness in trying to categorize students is the possibility of losing sight of the individual.

2. Utilization of Staff: The major changes regarding staff utilization have been in the areas of team-teaching and the use of non-professional or para-professional personnel. The central intent in our efforts has been to use teachers to teach. We have tried to free the teacher from administrative chores necessary to the organization but unrelated to teaching. Three essential characteristics to team teaching were identified:
    (1) cooperative planning
    (2) cooperative teaching
    (3) cooperative evaluation

   Without these elements we simply have "turn teaching". True team teaching enables the teachers to specialize in certain areas and offers continued opportunity to sharpen teaching techniques.

3. Rearrangement of the Learner's time: We are breaking down the old idea that all students must spend the same amount of time in school and the same length of time in every class. The most notable attempts to change this concept have been the non-graded programs, the dual progress plan, the Trump plan, and recent independent study programs. Flexible scheduling has accompanied these programs. An adequate organization would provide time and space for the following kinds of activities:
    (1) large group presentations (50-100 people)
    (2) laboratory groups (15-25 people)
    (3) small group or seminar meetings
    (4) tutorial instruction
    (5) independent study (independent of class structure)

4. Technology: This has been the most dramatic of the changes. Audio-visual aids and computers have become an integral part of our future planning. This hardware has been successfully used in some settings and unsuccessfully used in others.

5. New Curriculum Content: It was pointed out that there have been more than 100 curriculum study projects. Out of these has come a great variety of new subject matter. A major change in the various curricula has been the emphasis on concepts as opposed to the learning of isolated factual information. A pressing need for in-service education has evolved.

In closing, Dr. Alexander emphasized two major points as follows:

1. We do have, in 1966, a wide and comprehensive variety of innovations.

2. There is little reason to trust any of these as a panacea. We must evaluate all of them and select those which are appropriate for a given situation.

INTERROGATION PANEL
July 20, 1966

The interrogation panel was composed of Jim Owen, Milford Pointer, and Ed Lindbloom. A summary of questions directed to Dr. Alexander follows.

1. What is really meant by an individualized educational program? What is the role of the principal? An individualized program is one which is tailor-made for the individual student. It may be implemented in a regular class, through programed instruction, through a tutorial program, through independent study, or through the use of a combination of these. The principal must create a schedule within which the program can be individualized.

2. What guides can the principal use in individualizing instruction? Data processing equipment can be very helpful. An individualized program can be seen at Melbourne High School in Florida. Teaching teams are being used with other innovations.

3. What do you think of early graduation from high school? We have seen more evidence which supported advanced placement in college than early graduation from high school. Kids should be in school until they are at least sixteen years old.

4. To what extent does the young child need one teacher in a self-contained classroom? We havehad a tendency to think in terms of completely self-contained or completely departmentalized. We may need to consider something between these two extremes. Cooperative teaching is emerging as one possible solution to this problem. Team teaching may be best introduced in the middle school.

5. Could team teaching be usedto integrate faculties? Yes. This offers a fine opportunity to create understanding between teachers.

6. Are institutes being conductedto help principals innovate? Yes. The University of Florida will conduct one during the coming school year. Forty people will work as a team in a middle school.

7. Is it possible we will become so specialized that we will neglect the total development of the child? Yes. Care must be exercised.

8. Can we anticipate that the pendulum will swing back to themiddle to the point that the self-contained classroom will still be the unit for instruction? No. This is unlikely.

9. What are your ideas concerning teacher aides, including the legal aspects? How do you train them? The aide is always directly responsible to the teacher. Making training as a teacher aide mandatory for teacher certification may offer some help in regard to training and also in regard to the legal question. The teacher aide may be trained in the community college.

10. What should be done with students while teachers are planning or working together? About two thirds of the school day could be spent in basic subjects instruction. The other third of the students day could be spent in special subjects, centers, or independent study. Teachers could paln together during this time.

11. Will public schools play a more prominent role in teacher training? Yes. The internship will be reconceptualized and will probably become a major part of the teacher training program. We need to set up entire school systems which will serve as demonstration teacher education facilities.

ADMINISTRATIVE INSTITUTE
July 21, 1966

SECOND GENERAL SESSION

Dr. Robert Saunders, Assistant Dean, School of Education, Auburn University opened the session with preliminary remarks and presented Dr. William Alexander who made his second major address to the group.

Dr. Alexander opened with a question: How do we get started in the implementation of curricula innovations? As an example of how a system might begin to innovate, Dr. Alexander briefly traced the evolution of a ten year plan in Maryland which is being developed for a planned city in Maryland. The basic implication of this case study is the notion of projecting school planning ahead for a ten year period.

In developing such a plan, the "IDEA" concept is quite useful. This mnemonic device stands for:

I dentifying educational needs and priorities

D etermining educational innovations and services needed

E valuation of innovations proposed for use in planning

A ssimilation or activation of these good practices

Following through from this concept, the planning phase consisted of at least eleven steps. (1) Statement of the purposes of education (2) Basic goals of education (3) School organization around the pre-school, elementary (grades 1-5), middle school (grades 6-8), and high school (4) Construction of schools so that they are in proximity of each other (for example, four elementary schools of 400 students feeding into two middle schools of 800 students which in turn feed into one high school of 1600 students) (5) A five-way instructional program consisting of large group presentations, seminars, laboratories, tutoring, independent study, cooperative teaching, common planning and evaluation (6) Policies for pupil progress and grading (7) Pre-service and in-service training programs (8) Development of a demonstration center for teacher education for the entire state (9) Service needed for instruction (10) Role of leadership personnel such as the principal, superintendent (11) Facilities for the school program.

Dr. Alexander then explained that the middle school program which he mentioned was an innovation itself. The middle school for preadolescents will bridge the gap between elementary school and high school by having a program for exploration of interests and maximization of individual needs for the general age group 10 to 14. There are at least two reasons for the middle school: (1) present junior high schools are too much like senior high schools too soon and (2) the fifth and sixth grades too often do not meet the needs for specialization. The middle school is neither a traditional elementary school nor junior high school. He pointed out that in preparing for the middle school innovation, the following steps would be considered: (1) Development of a statement of function of the middle school by a professional committee representing all concerned; (2) A lay council of an advisory nature appointed by the Board of Education; (3) The appointment of a full-time coordinator of the middle school program to function as a change agent; (4) Careful planning of personnel assignments to get only those really interested in the middle school program (the self-selection element increases the probability of success of a program); (5) Careful screening of the principal for the middle school; (6) Intensive in-service training consisting of a planning period for faculties; (7) A middle school committee to develop a central statement of policy concerning philosophy, purpose, experimentation, freedom to make mistakes; (8) Evaluation of research as a basis for planning.

Dr. Alexander concluded by stating that the case presented and the explication of the middle school concept should be examined with the idea of determining whether or not there were factors that would be applicable to other situations other than the one discussed.

REACTION PANEL

July 21, 1966

Following Dr. Alexander's presentation on Implementation of Curriculum Change, the group moved into small discussion groups for the purpose of discussing Dr. Alexander's address in depth and formulating questions for use by the reaction panel. The reaction panel was composed of the following institute members: Joel Brewer, B. B. Nelson, and Allen Thornton.

Joel Brewer initiated the discussion by pointing out that in innovative situations teachers may feel insecure. Teacher turnover is a constant problem. The question is, how can we hold them? Dr. Alexander pointed out that first of all there is no categorical answer. The principal should, however, work with two ideas. First, he must show a positive approach and enthusiasm. Second, we must make allowances for teacher differences. We must show empathy for teachers and provide an atmosphere where mistakes are allowed. Problems incurred should be freely and permissively discussed with teachers to build security.

B. B. Nelson followed through by pointing out that with more and more funds becoming available that possibly the term of employment could be extended. How does this enter into the picture? Dr. Alexander pointed out that teaching will soon be a year round profession. Teachers can be effectively used in the summer for curriculum planning, demonstration planning and so on. The best way to move in this direction is to support year round employment. Another approach is to operate schools for four quarters. Still another approach is to operate schools for four quarters. Still another approach isto have a 4-5-or 6 week real in-service program. As we move in this direction however, we must eventually find other means of funding under than under ESEA.

Allen Thornton posed the question as to how a system could move toward team teaching considering traditional buildings and teachers. Dr. Alexander pointed out that if you have a cafeteria, gym, auditorium you can bring them (students) together for common presentations. You can have a team of teachers by subject work together for common presentations. You can have a team of teachers by subject work together to plan the work of all the students. You can have independent study plans.

Dr. Nelson wanted to know how we could meet the needs of the exceptional child in such a program. Dr. Alexander indicated that there was no categorical answer, but that teacher aides may be of some help.

A question was presented which indicated that some of the innovations tend to violate accredidation standards. How can this problem be dealt with effectively? Dr. Alexander pointed out that the schools should work closely with the accrediting agencies in the planning of innovations. The apparent threat is really a straw man. Accrediting agencies really encourage experimentations.

Dr. Lovell asked whether or not teacher aides could be thought of as para-professionals or educational technicians. Dr. Alexander indicated that as we begin to move in using specialists, we will use three kinds of aides: (1) instructional secretaries (2) specialists in machines and (3) teaching assistants who ultimately will become teachers.

Dr. Nelson wanted to know what part grades have played in motivations? How can they be replaced? Dr. Alexander indicated that suitable substitutes must be found. We might ask what a child's progress is in relation to his ability. We might ask where he is in relation to others. We might ask where he is in terms of any kinds of norms available. Children are more and more coming to like learning for its own sake. Independent study programs that we are beginning to see may illustrate this.

ADMINISTRATIVE INSTITUTE
AUBURN UNIVERSITY

July 22, 1966

GENERAL SESSION

The speaker for the July 22 general session was Dr. Gordon McKenzie, Teachers College, Columbia University. The topic of Dr. McKenzie"s address was "The Process of Bringing About Change."

The speaker began by stating three generalizations about the current setting in which change must take place. These were as follows:

1. Political realities are now demanding that schools become a more productive enterprise.
2. Strategies for innovation have occurred in quantity, both in the technological fields and the educational field.
3. Substantially improved strategies for innovation have become acceptable, but may not yet be adequate.

Five steps were suggested as an answer to the question of what is involved in change. These steps were suggested as useful guides in the process of bringing about desired change.

1. Research: Research is essential to the development of new knowledge. It is often difficult to relate research directly to educational endeavors. It can provide for the implementation of new programs but not all educational endeavors have a research base.
2. Development: A developmental program must be viewed in terms of a three-step process.
    a. Invention: This step involves the creation of a new program on the basis of what we know.
    b. Design: This step involves designing a program that will provide a systematic approach, and some direction, to the program we want to sponsor.
    c. Evaluation: Evidence must be gathered which will tell us how these programs will work in various schools.
3. Diffusion: Diffusion involves the dissemination of knowledge of change and the communication of such knowledge to those concerned. This aids in the creation of an awareness of the need to change. Suggested steps to the process of diffusion are:

   - a. Awareness
   - b. Dissemination
   - c. Demonstration
   - d. Analysis and Comparison
   - e. Actual testing of the innovation

4. Adoption: Each of the above steps can be followed without any feeling that it is necessary to adopt the innovation. Be sure that all steps have been taken and that everyone concerned is willing and cooperative before the innovation is adopted.

5. Installation: This involves the task of actually getting the innovation in the school and making it an on-going part of the educational program. This step must be viewed in terms of its relationship to the other dimensions. The speaker suggested three factors, about which we must be sensitive. These are:

   - a. Political aspects
   - b. Those who are pushing for change
   - c. People or groups who have been associated with the innovation.

INTERROGATION PANEL

July 22, 1966

An interrogation panel composed of Dr. Revis Hall, Dr. John Deason, and Mr. Silas Cross directed questions to Dr. McKenzie. The following major questions were raised during the discussion. These questions were formulated in small group discussions.

1. How can a climate for change be created in the school system? Have people very much like the personnel who must implement the change, work with your personnel. This may be more effective than having a college professor work with them. Find out who your personnel look to for leadership and work closely with them.

2. How do you decide which innovations should be implemented? Two approaches might be used:

    a. Identify a major problem and then look for innovative solutions.

    b. Make a practice of keeping informed and always look for better ways of doing things.

3. Is the principal in a position to really be creative? Does someone else need to take the lead? In some school districts change is a desirable event. In such a situation they try to place innovators in leadership positions. We need to create a climate for change so that all personnel will produce innovative ideas. Many foundations are currently financing change. People must be hired in school systems to follow through on the changes being undertaken. Teacher organizations are now asking for the right to say what innovations will be accepted.

4. Do we often jump from one innovative idea to the other without allowing time to assess the results? Yes. A research division is needed to aid in the task of evaluating innovations.

5. Is team-teaching a fad? Many school systems vulgarize the idea and abandon the practice because it fails. The idea is not bad but the way it is carried out is bad. Research divisions need to follow through and evaluate the real implications.

6. Are many research divisions data gathering divisions rather than effective research agencies? Yes, but they do not have to be.

7. Do we sometimes falsely assume that a good teacher in the classroom may be a good team member?

Yes, a teacher may be very effective when operating alone but very uneffective in working with a team. They may be inhibited by having their colleagues in the room with them.

8. Should team teaching be used with one race before it is tried with two races?
Not necessarily. This question may, however, deserve considerable study.

9. How can we avoid playing in tune with someone else in innovating?
We sometimes get into a situation in which we must sell the innovation. By the time we see it is not working, it is too late to back away. This should be avoided by building in certain safety devides. In many cases the innovation may need to come from the outside. On the other hand, we cannot afford to be haphazard.

ADMINISTRATIVE INSTITUTE

July 23, 1966

FOURTH GENERAL SESSION

The fourth general session was opened by Dr. Max Abbott who pointed out that where the first general session had dealt with the presentation of new ideas in innovation and the third with effecting change in the curriculum, this session would present the views of individuals who are on the line and who are now doing some things and have experienced some problems. He then introduced the team of speakers—Dr. John Martin of the Atlanta City Schools and Mr. John Jackson, Principal of Theodore High School, Mobile, Alabama.

Dr. Martin began by pointing out that it is difficult to back off and look at what a system is actually doing. However, he suggested, we must start with a decision of why we need to make a change in the first place. He then pointed out that there are at least four common reasons for change: (1) Keeping up with the"Jones'"; (2) Doing what the experts tell us to do; (3)Availability of vast sums of Federal funds which have enabled us for the first time to actually change and (4) Pressures from the community, pressure groups, or individuals. None of these reasons are really valid according to Dr. Martin. The only valid reason for change is to improve the instructional program to meet the needs of the pupils. We actually need to look at what we are doing and what we need and then we have a problem from which ideas come forth.

The first step is to obtain ideas in a staff meeting and talk about them with other people. You must get something down as to what you want to do. Next you need to look at the chances of success with its implementation by having not only the board of education look at it, but also the community. Innovations, he pointed out, can change policies. Next, you must put your idea into a design or proposal with the involvement of the professional staff, teachers, parents, pupils and outline what, where, and how. You can then design a program. Once the program has been designed, you have just begun to innovate. You must have the people to follow through with the program and this may mean that you may have to train your own personnel in the absence of qualified personnel sought. This alone may lead to a revision and an even better plan. As a matter of fact, Martin pointed out, most plans fail because of the lack of competent people. Next you must build into the plan some evaluative structure to provide for constant assessment of what you are doing and how well you are doing it. Finally, you must implement the program. When the program is implemented, you then have an innovative change.

At this point, Dr. Martin then cited several examples of how innovations had been developed in the Atlanta Schools to solve specific educational problems.

Mr. Jackson began by stating that in actuality, innovations were no more difficult than location the proverbial "hidden rocks". Theodore High School is an "individualized school" essentially having two programs that are built around seven basic concepts. These concepts were outlined as follows: (1) Instruction predicated upon levels of difficulty (2) Single level programs based on student expectancy (3) Programmed instructional materials (4) Study guides which provide statements of objectives and how to accomplish objectives on a multi-level difficulty basis (5) Individual assignments (6) Flexible scheduling (7) Revolving periods. Each of these concepts was expanded upon briefly.

Teachers should work at solving problems on a continuing basis rather than participate in in-service training programs. For example, it was pointed out that at one time the students were tested. The teachers were then asked to turn in their assignments for a few days. At a later faculty meeting an attempt was made to relate test results to assignments. This focused sharply upon variability between grades and within grades and by subject. The faculty then began to focus upon how to meet all these apparent needs.

This was accomplished in a somewhat sequential manner. After presenting the relationships between test results and assignments, the faculty was akked what they would do if there was no problem of money or accreditation. The answer to this question was obtained from the interaction of departmental steering committees who worked with faculty members in reaching a consensus concerning *where* to start with *what*. This step led to a program in on grade ohly. In time the entire faculty moved towards the development of multi-level study guides. Foundation funds were used to compensate teachers for work accomplished during the summer. Large group meetings were held with community patrons to explain the program. After presenting the basic concepts of the program in these large groups, smaller group sessions were held to discuss the program in depth.

REACTION PANEL

July 23, 1966

At the conclusion of the addresses made by the two principal speakers, the participants went into small discussion groups for the purpose of discussing the implications of the materials presented and to develop questions to be presented by the panel members to the speakers. The reaction panel was composed of the following institute participants: Arthur Dennis, Elvin Hill, and Jack Upchurch.

The question was raised concerning how credits were given for the courses completed and whether or not different types of diplomas were awarded for completion of various phases of the program.

Mr. Jackson pointed out that credit was given for all courses completed. Whenever a student completes a course as outlined, credit is given. Early graduation is not permitted. The same diploma is awarded to each student.

Mr. Hill raised the question concerning whether or not the minimum requirement sheets for each course were duplicated. Mr. Jackson pointed out that indeed they were and that actually many units are developed for each course.

A question was directed to Dr. Martin as to how it was possible to avoid telling research to "go out the window" to which Dr. Martin replied that evaluation should be built into every innovative proposal. Too often we tend to let a research design sway a program whereas the reverse should be true. Research, he added should serve the instructional program. If research can show what we are actually doing, then we may be able to develop a good design for research.

One panelist raised the question as to just how a school could get a program such as the one at Theodore started. Mr. Jackson indicated that there were three basic steps: (1) Remove the organizational procedures that annoy teachers (2) Attempt to identify the problem together and (3) Work to solve the problem together.

Mr. Jackson was also asked whether or not the study guides that are used in the program were developed through released time for teachers to which he responded by indicating that they are prepared during the summer by teachers who are compensated for the summer work.

Dr. Lovell asked whether or not problems were experienced in stating of objectives and relating study guides to them. Mr. Jackson indicated that they made errors, but that they try to accomplish objectives through the preparation of the study guides.

In response to a question concerning the nature of in-service education, Mr. Jackson stated that he felt that in-service training should be problem solving by an entire faculty studying a specific problem. Dr. Martin pointed out in conclusion that the key to innovation is teacher education. Teachers need to understand before doing. The time to do these things is a critical factor. The problem of when to meet has been partially solved by using released time teachers and setting up our own educational facilities for training of teachers in special competencies resulting from innovations.

ADMINISTRATIVE INSTITUTE
July 24, 1966

GENERAL SESSION

The general session on July 24 was divided among five teachers who have taught in an innovative program or who are about to begin an innovative program. Teachers representing the Theodore Individualized School were Lorna West and Carl Knotts. Those representing Henderson High School of Troy were Mary Deason, Sara Lawrence, and Laura Gaines Sprott. A brief summary of their statements follows.

Lorna West:

The curriculum improvement program began at Theodore because the teachers and the administration recognized a problem and began to look for possible solutions. The importance of the teachers' recognition of the problem deserves emphasis. Teachers felt that they were playing a major role in the changes taking place. They were given the freedom to implement their own ideas.

The faculty went through a period of reeducation during which ideas were formulated and formalized. This period of reeducation was supplemented with planning time in the summer, during which study guides were prepared for use during the school year. By the first of September we had outlined a plan with built-in direction which allowed for each child to operate within the framework of an individualized program. This program was flexible but it did provide direction for the entire school year. This allowed teachers to spend time with individuals during the school year. For the first time, teachers actually had time for individual guidance. Programmed instruction was used in some courses.

One of the major effects of this program was that it changed the attitude of teachers toward evaluation. Evaluation was now in terms of stated course objectives.

"I believe in the worth of the individualized program to the extent that I no longer want to teach in a traditional school."

Carl Knotts:

I came to Theodore after two years of teaching in a traditional school. The new curriculum was already in progress. I had no problem in adjusting to the curriculum because there were several factors which aided in my orientation. Some of these were contacts with fellow teachers, departmental meetings open door policy with the principal and coordinator, and the prepared curriculum guides for individualizing instruction.

A very important factor in the Theodore program is the policy of revision. A teacher may revise the program as needed so long as it remains consistent with the goals and objectives. If a teacher feels uncomfortable, he may alter the method being used.

Another important factor in the individualized program is that once you accept the fact that the lecture method is a poor one, you then have time to do other important things. This gives time for individual assistance. Students like this because courses are taught on varying levels of difficulty. A student is expected to achieve only to the level to which he is capable of achievement.

Before change is successful there must be recognition of a need for change. Teachers must be involved in planning and they must be committed. Above all the administration must support teachers in what they do and provide leadership for them.

Mary Deason:

Charles Henderson High School will begin a non-graded English program in what has been traditionally the senior high grades. There will be three English teachers and a librarian involved in the program.

Our senior English courses will be taught on a non-graded basis with various levels of difficulty. All students who scored below the nineteenth percentile on achievement tests will be working together regardless of what grade they would ordinarily be assigned to. We will utilize large group instruction, small group discussion and independent study techniques. Remedial reading will be a focal point with those scoring low on achievement tests.

Literature will be taught on a rotating basis with English Literature being taught the first year, American Literature the second year, and World Literature the third year. When a student remains in the program three years, he will have had all three courses.

A great deal of enthusiasm has been expressed over the program by teachers. We feel the explanation for this is that we planned it the way we thought it would work. There has been some disagreement among teachers, but we have learned to disagree agreeably.

Sara Lawrence,

In planning the program outlined by Mary Deason there has been a great deal of work and periods of uncertainty have been encountered. At this point we are very excited about the program. A few factors might be mentioned which helped or hindered us in our planning.

Helps:

1. Reading—We became excited about the possibilities of the non-graded program through reading books and other literature by Floyd Trump, Robert Anderson, B. F. Skinner, and Frank Brown.

2. Talking—We talked with resource persons who are knowledgeable about learning theory, curriculum content, and various organizational patterns. Our in-service program was very helpful in this respect.

3. Visitation—Visits made to Melbourne and Theodore were invaluable. For the first time we saw how instruction can and is being individualized in other school systems. We borrowed many of our ideas from schools we visited.

Hindrances:

1. We were overwhelmed at the mass of innovation in other schools. This made it difficult to decide what would be best for our school.

2. We were overwhelmed at the mass of materials available. It was difficult to decide what would be most appropriate for our students.

3. We disagreed from time to time about what we should do. This, however, might also be considered a help. We have now learned to disagree agreeably.

Laura Gaines Sprott:

It was the feeling of the English teachers that the librarian should be included as a team member. I am pleased that they felt this way. I have been included in the planning from the very beginning. When they visited innovative schools I went along.

The classroom still remains the center of the instructional program, but the library must be a vital service to teachers and students. We will be in a newly constructed library building by September. The library is complete with carpeted floors, air-conditioning, and individual study carrels. The library service will aim toward working with the English team in meeting the individual needs of all students.

The day has passed when a librarian can spend the day in a workroom. She must become involved in the learning process with students and she must also actively participate in curriculum planning. Get your librarians involved in curriculum matters.

The general session was concluded with four observations suggested by Dr. Wayne Teague. These were as follows:

1. Teacher involvement is necessary in curriculum innovation.
2. Administrative leadership is essential to any innovation undertaken.
3. Cooperative planning is essential to innovation.
4. Anything that is new to a given school can be considered innovative to that school.

INTERROGATION PANEL

July 24, 1966

An interrogation panel composed of Mr. Orbie Mays, Mr. Stafford Clark, and Mr. Joseph Pickard directed questions, formulated in discussion groups, to speakers for the day. A summary of questions raised is given below.

1. How can interest in innovation and awareness of the need for change be created among faculty members?
   The best that can be hoped for is that the faculty will become dissatisfied, identify a problem, and then begin to look for answers. This way they are naturally involved. Administrative leadership is essential if the ideas are to be followed through. Teachers must be given time in which to plan.

2. How can we affect a shift of attitude from the teacher being an "imparter" of knowledge to the teacher being a part of learning?
   There must be real enthusiasm on the part of those who have the desirable attitude. Effort must be made to avoid threatening the traditional teacher. Personal contact must be established between teachers.

3. Schools have made some kids feel inadequate. Are you overcoming this? If so, how?
   Kids feel adequate in an individualized program because they are successful. They can be successful because they are not expected to achieve beyond the limits of their ability. Students know their weakenss and they work at straightening it.

4. How do you provide for socialization when students are in an individualized program?
   They socialize on their own. Class interaction also contributes to this during small group work.

5. What opportunity does a child in group one have to interact with a child in group three?
   This can take place in small group or large group meetings. Students have a variety of contacts. Bright students sometimes tutor other students.

6. Can you explain the Theodore grading system?
   A student works at one of three levels of difficulty. He may receive an A, B, C, D, or F at any level. The permanent record indicates the level of difficulty as well as the grade. We did away with grades for awhile but we began giving them again.

7. What percent of the Theodore students fail?
   Probably a smaller percentage than is true in most similar schools that have a traditional curriculum.

8. Does the individualized program cost more?
   An "adequate" traditional program would cost about the same.
   The individualized program requires less equipment.

9. What has been the reaction from other schools when your students transfer from Theodore?
   There are always minor problems when kids transfer.
   Do not let isolated problems keep you from innovations.

10. How are your programs taking care of racial differences?
    In an individualized program the problem is minimized.
    All individual differences are considered.

APPENDIX I

SPECIAL ADMINISTRATORS INSTITUTE EVALUATION FORM

Please indicate the exact title of your position________________________

Sex____

Number of Institute meetings attended____

Directions:
Please place an "X" in the parentheses to the left of each to indicate your response to each item.

* * * * * * *

The institute has been very helpful in understanding the problems faced in the desegregation of public schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

Members of the institute have been quite instrumental in the development of program content.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The field trip to Atlanta provided many useful insights as to how a school system can effectively deal with instructional problems occasioned by desegregation of public schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The membersof the institute staff have contributed a great deal to the program.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

As a result of attending the institute, many useful concepts have been developed which have assisted in working more effectively with teachers and lay persons on problems occasioned by desegregation of public schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The institute has been useful in providing greater understanding of the problems occasioned by desegregation of public schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The institute has been quite helpful in helping develop plans to effect changes locally.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The institute has pointed out the necessity for cooperative solutions of problems occasioned by the desegregation of public schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The program content of the institute has been of little concrete value in the solution of local problems.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

My attitude towards desegregation has become more favorable as a result of participating in the institute.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

Many useful concepts of the role of school administrators and board members in the solution of problemsof desegregation have been developed through participation in the institute.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The institute has afforded an opportunity for complete freedom of expression of ideas

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The institute has been dominated by the ideas of a few participants.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The institute has contributed little to the understanding of problems occasioned by the desegregation of public schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

There has been little freedom to express personal opinions and ideas in the institute.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The program content of the institute has been completely dominated by the Institute Staff.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

There has been too much use of the small discussion groups throughout the institute.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The visitation program contributed very few insights as to how one can deal with desegregated schools.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

The contributions of the institute staff have been negligible.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

One of the best features of the institute has been the encouragement of free and open discussion.

( ) Strongly agree
( ) Agree
( ) Disagree
( ) Strongly disagree

APPENDIX J
SUMMARY OF EVALUATION RESPONSES

Item Number	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1	27	58.6	14	30.4	3	6.5	0	0	2	4.3
2	27	58.6	19	41.3	0	0	0	0	0	0
3	17	36.9	9	19.5	0	0	0	0	20	43.4
4	36	78.2	10	21.7	0	0	0	0	0	0
5	20	43.4	21	45.6	4	8.7	0	0	1	2.1
6	24	52.1	15	32.6	5	10.8	0	0	2	4.3
7	21	45.6	21	45.6	3	6.5	0	—	1	2.1
8	26	56.5	14	30.4	3	6.5	0	0	3	6.5
9	2	4.3	9	19.5	18	39.1	17	36.9	0	0
10	8	17.3	25	54.3	9	19.5	0	0	4	8.7
11	18	39.1	20	43.4	3	6.5	0	0	5	10.8
12	37	80.4	6	13.0	1	2.1	0	0	2	4.3
13	1	2.1	4	8.6	24	52.1	16	34.7	1	2.1
14	1	2.1	5	10.8	20	43.4	18	39.1	2	4.3
15	0	0	1	2.1	16	34.7	28	60.8	1	2.1
16	1	2.1	0	0	16	34.7	28	60.8	1	2.1
17	1	2.1	2	4.3	26	56.5	16	34.7	1	2.1
18	0	0	7	15.2	7	15.2	17	36.9	15	32.6
19	1	2.1	0	0	17	36.9	26	56.5	2	4.3
20	34	73.9	10	21.7	0	0	0	0	2	4.3